DOCUMENT RESUME

ED 223 365 PS 013 220

TITLE Project B.E.S.T.: Language Development Handbook. Kentucky's Individualized Kindergartens (KIK).
INSTITUTION Kentucky State Dept. of Education, Frankfort. Bureau of Education for Exceptional Children.; Spencer County School District, Taylorsville, KY.
PUB DATE [82]
NOTE 124p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Check Lists; Early Childhood Education; *High Risk Students; *Individual Instruction; *Kindergarten Children; *Language Acquisition; Language Handicaps; Parent Participation; Screening Tests; *Speech Therapy; State Curriculum Guides; Teacher Orientation
IDENTIFIERS Kentucky; *Project BEST

ABSTRACT

Project BEST (Building Educational and Social Skills Through Training) seeks to develop social skills in students. As a first step, high-risk kindergarten students attending school in Spencer County, Kentucky, were identified through systematic screening and assessment procedures and a curriculum was developed to meet the individual needs of the identified children. The greatest need of the children was a need for experiences promoting language development. This manual presents the language acquisition curriculum developed by personnel in the local school district. Teacher materials included in the curriculum provide a definition of language development, list basic causes for language deficiencies and delays, and present language development guidelines and checklists, as well as teacher guidelines, objectives, and general lesson plan guides for the school's speech and language program. Instruction-related problem areas from the point of view of both the speech therapist and the classroom teacher are noted. The bulk of the material in the manual is contained in appendices. Appendices 1 through 4 provide, respectively, additional information for teacher orientation, additional materials or information for teachers, materials and information for parents, sample packets for parents, a bibliography and assessment instruments. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED223365

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it
☒ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy

Kentucky's Individualized Kindergartens

Project B.E.S.T.

Language Development Handbook

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Donna Swanson/
Kentucky Dept. of
Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS013220

---

reprinted as submitted by the local school district

Kentucky Department of Education
Raymond Barber, Superintendent of Public Instruction

Project B.E.S.T.

Language Development Handbook

Kentucky Individualized Kindergarten

Spencer Co. Elementary School

Taylorsville, Ky.

Printed by the Kentucky Department of Education

PROJECT BEST

A MODEL KIK PROJECT LOCATED IN
SPENCER COUNTY ELEMENTARY SCHOOL

Printed with Federal Funds
by
Kentucky Department of Education
Bureau of Education for
Exceptional Children

Teacher: Margie Jones
Aide: Doris Sweazy
Speech Therapist: Cindy Moser

Principal: David Nedros
Project Director: Anne Mahanes
Superintendent: Lloyd Mullins

TABLE OF CONTENTS

INTRODUCTION 1
OVERVIEW OF THE PROJECT. 3
DEFINITION OF LANGUAGE DEVELOPMENT 6
COMPONENTS OF OUR PROGRAM 18
PROBLEM AREAS. 23
LOOKING TOWARD THE FUTURE. 27

APPENDICES

APPENDIX I. ADDITIONAL INFORMATION FOR TEACHER ORIENTATION . . 27
APPENDIX II. ADDITIONAL MATERIALS OR INFORMATION FOR TEACHERS . 37
APPENDIX III. MATERIALS AND INFORMATION FOR PARENTS 49
APPENDIX IV. SAMPLE PACKETS FOR PARENTS 66
APPENDIX V. BIBLIOGRAPHY AND ASSESSMENT INSTRUMENTS 109

TO THE READER:

Taylorsville, Kentucky--Population 950--is the county seat of Spencer County--a rural area approximately 40 miles from Louisville. The Spencer County School serves 1198 students grades K-12.

Spencer County could be described as a typical farming community. Illiteracy among lower income families is high. Many, many of our children are culturally and economically impoverished. The school is one of the few stable factors in the life of our students and our average attendance is nearly 96%. We have a very low teacher turnover and no one here has to have "individualization" defined--it happens continually!

Our school administration and staff have been uniformly cooperative and supportive of our KIK model kindergarten. The supervisor helped give our LAP-D's--our principal is as likely to be found in the middle of a group of 5 year olds as behind his desk--even our superintendent finds his way "up the hill" to the kindergarten room--drawn only partly by a blonde granddaughter enrolled there. This year has truly been a joint effort with many many parents, teachers, and community leaders sharing time and talent with us.

The primary message I'm seeking to convey is that if we can do it so can you! Money isn't the big issue and certainly not the facility or the equipment. In our project, the key issue is people, especially the school staff and their willingness to give it their all even on the day that it rained on the field trip and Gary had bacon grease in his hair and Timmy was crying because Mike called him a "poo-poo" and its still 3 hours until lunchtime! That's when you call it dedication because our teachers smiled and started circle time for the third time instead of typing out their resignations!

We offer our experiences to you in the form of this publication and many other forms, records, room arrangements, material orders and so forth. All we have or know is at your disposal--we eagerly await to hear from you!

Sincerely,

Anne Mahanes

OVERVIEW OF THE PROJECT

Project BEST stands for Building Educational and Social Skills Through Training. As the title implies, this project proposes a model for using training--of both students and staff--to emphasize the development of appropriate social skills. We chose to focus a great deal of our time and energy on language since we found that deficit language skills were a universal handicap of all our KIK students. Both research and prior experience had identified that delayed language skills tended to increase both learning difficulties and appropriate school adjustment.

Our KIK project had six major objectives which will be discussed briefly.

First, we proposed to identify "high risk" kindergarten students through systematic screening and assessment procedures and determine appropriate placement and also to assess "regular" model classroom students on the full LAP-D. To do this we screened all incoming kindergarten students on the Short Screen of the LAP-D . Subsequently, in August, we tested approximately 75 children on the full LAP-D. We achieved this monumental task by recruiting and training 16 parents and staff volunteers. Children were assigned a time, parents brought the students to the testing area and each student moved--with his LAP-D scoring booklet--through each station. We found this a safisfactory way to accomplish this identification procedure.

Our second objective was to provide a curriculum, instructional strategies, and activities and equipment and material specifically related to the needs of the identified children. In planning our year, we quickly realized that language was the greatest need among our students. The specific curriculum we developed is the focus of this manual. Materials and resources used will be discussed at length later in this publication.

Another objective was to enable kindergarten teachers, aide, and support staff to receive specialized training from CHOP/BEEC* staff; and to enable kindergarten teachers to be trained in the areas of language development by local staff members. This was accomplished by a language workshop prior to the beginning of the school year and continued supervision throughout the year by our communication disorder specialist (speech therapist). We also utilized CHOP personnel to a great extent as resource persons both during their visits and by phone.

Objective four was to involve, educate and support the family through a variety of creative and innovative activities. Among these activities were parent-teacher conferences, home visits, training sessions for parents with the speech therapist and CHOP personnel, written reports of student progress, newsletters and Sunshine books. We also used parent volunteers to assist with KIK projects in the classroom.

Our fifth objective was to strengthen bonds of cooperative effort between the school and community including individuals, organizations, and agencies. We found it extremely beneficial to work closely with various service providors in the community. Many of our children were already being served so we made certain that there was full communication and cooperation between ourselves and the agencies. Also, we had good participation at the CHOP training sessions from local agency representatives.

---

*CHOP/BEEC - Chapel Hill Outreach Project/Bureau of Education for Exceptional Children

Finally, our sixth objective was to share Project BEST with both the public and with other professionals and school systems. To accomplish this, we utilized the local newspaper and the school newsletter at every opportunity. Most importantly, we produced this manual for YOU--for your education, enlightenment, and--we hope--your enjoyment.

Pleasant reading!

What Is "Language Development"?

Language has been recognized as one of the greatest human achievements of all. The acquisition of language is unique to human beings. It provides several functions: it equips the individual with a means to communicate and socialize with other human beings; it enables the culture to be transmitted from generation to generation; and it becomes a vehicle of thought.

In spite of our awareness of its importance to humanity, language remains mysterious and relatively little is known about it. How is it acquired by the child?

There are several explanations of language development. One theorist argues that language is learned according to the same principles that hold true for the learning of other kinds of behavior. The infant begins with no knowledge of language but gradually acquires language skills, largely through reinforced imitation of models. The parents are likely to show reinforcement when the baby tries to imitate their parents; the child is thought to have said its' first words. The infant likes the attention and tends to repeat those sounds. Language is learned through imitation and reinforcement.

There are many other theories of language development, but in the case of the adult with a poor language makeup and garbled articulation and children who come along after them with the same basic speech and language pattern, this above theory makes a lot of sense.

In the following pages you will find charts, scales, graphs, etc. that attempt to equip you with ready information for the "normal" developmental ages of speech and language acquisition, plus suggestions for parents and teachers for activities that encourage language in both the home and school environments.

Some Basic Causes for Language Deficiencies and Delays

When a child lags in word and sentence production or fails to process information correctly, the problem often stems from more than one cause. However, reasons for language delay are usually placed within one of the following catagories:

GENERAL HOME ENVIRONMENT:

In some homes, the family can get along with very little verbal communication. Occupied with their own thought, watching T.V., pursuing some individual interest, or simply too busy to "bother". The bland language environment that results fails to provide adequate language "models" for the child.

Other examples are; families who are over solicitous of a younger brother or sister and literally "talk for the youngest": Parents or siblings who interupt a child will also cause a language delay in sensitive young family members(the child will quickly "clam-up" and become frustrated); Failure to take a child on trips or walks accompanied by verbal expressions may contribute to depressed language production.

EMOTIONAL CAUSES:

Emotional language problems are often characterized by an apparent inability to interact socially with others and the use of various self-stimulating behaviors. Some severe examples of this are autism and the "Schizophrenic child".These children need professional, medical help.

On the other hand, there are numerable children whose emotional problems may not be as severe, yet produce what may be called distractable or hyperactive behaviors. Their inability to pay attention may cause lags in language development. They require careful assistance in content and techniques of language production.

HEARING PROBLEMS:

This child acquires a sparse vocabulary or uses English grammar immaturely. He cannot store the innumerable models needed for adequate language.

STRUCTURAL and PHYSICAL PROBLEMS:

Cerebrel palsies, cleft palate, down syndrome, etc. are usually accompanied by language lag.

SPEECH AND HEARING INSTITUTE
Murray State University
Psychology Department
School of Education

Form #57, 11/67

Language Development

II. Expressive

1st month
- a. Intensity and manner of cry vary with cause and circumstance.
- b. Vocalizations meager and non-expressive, but "mews" and makes small throaty noises.

2nd month
- a. Makes several different vocalizations - cooing or vocal sounds.

3rd month
- a. Returns glance with smiling or cooing.
- b. Gives vocal expression to feelings of pleasure.

4th month
- a. Bubbles, coos, chuckles, gurgles, and laughs.
- b. Vocalizes in self-initiated wound play. (babbling)

5th month
- a. Gives vocal expression of eagerness.
- b. Vocalizes displeasure (on withdrawal of coveted object).
- c. Babbling continues.

6th month
- a. Coos to music.
- b. Vocalizes to mirror image.
- c. Babbling continues.

7th month
- a. Crows and squeals.
- b. Babbling continues.
- c. Vocalizes satisfaction (in attaining an object).
- d. Pats mirror image.

8th month
- a. Vocalizes recognition.
- b. Vocalizes in interjectional manner.
- c. Babbling continues.

9th month
- a. Combines syllables.
- b. Copies sounds when he hears them, such as voice sounds or other sounds with tongue or mouth. (lalling)
- c. Says "da-da" or equivalent.

10th month
- a. Imitates gestures, facial expressions.
- b. One or two "words" in vocabulary (no semantic content).
- c. Echolalia continues.

11th month
- a. Speaking vocabulary is one word other than "ma-ma" or "da-da" to designate some definite object or situation.
- b. Imitates syllables and words.

12th month
- a. Speaking vocabulary is two words other than "ma-ma" or "da-da" to designate definite objects or situation.
- b. Echolalia continues.
- c. If some of his actions are laughed at is likely to repeat them.
- d. Tries to get attention by making noises, squealing or other means.
- e. Repeats accustomed words under the stree of repetition and imitation.
- f. Can wave "bye-bye" and often can say it.
- g. Vocalizes when looking in mirror.

14th month
- a. Speaking vocabulary is three words in addition to "mama" or "dada".

15th month
- a. Uses expressive jargon.
- b. Indicates wants (points, vocalizes).

16th month
- a. Speaking vocabulary is 5 words, not including "mama", or "dada".

18th month
- a. Uses words to make wants known: asks for at least two things by appropriate words ("not me", "more", "gimme".)
- b. Often 10 definite words in vocabulary.
- c. Abandoning baby talk: "thank you" instead of "ta-ta", etc.
- d. Beginning to combine words.
- e. Says "hello", "thank you" or equivalent.
- f. Fluent jargon at peak: (1) vocalization increases in variety, (2) talking is form of play, (3) inflections conversational in nature.

21st month
- a. Repeats things said.
- b. Joins 2 words in speech frequently.
- c. Specifies need for food, drink, water, etc.
- d. Pulls person to show.

22nd month
- a. Uses two concepts put into one sentence: "daddy gone", "shut door", (no credit for two words denoting one concept: "bye-bye", "all gone".

24th month
- a. Often talks while he acts and acts while he talks.
- b. 300 words in vocabulary.
- c. Names of things, persons, actions, and situations greatly predominate. Adverbs, adjectives, prepositions in minority.
- d. Pronouns "mine", "me", "you", and "I" coming into use in approximately that order.
- e. In same sentence expresses intention and action. ("Peter slide down".)

f. Jargon may have disappeared, but not sing song which often made jargon musical. Sing-songs sentences.
g. Does not relate experiences in well-defined past tense.
h. Pleasure in matching words with objects.
i. Language is beginning to be used more extensively as communication for wants, needs, ideas. Simple experiences are verbal.
j. Tries to use words in telling his physical needs or answering simple questions, but does not carry on conversation.
k. Carries on "conversation" with self and dolls.
l. Asks names of things, "what's this?", "what's that?"
m. Sentence length of two words on the average.
n. Names 3-5 objects.
o. Refers to self by name.
p. Identifies many pictures by name.

30 month
a. Vocabulary of 450 words.
b. Sentence length of 3 words on the average.
c. Repeats 4 syllables (2 words).

36th month
a. Vocabulary of nearly 1000 words. Averages 900.
b. Words become instruments for designating percepts, concepts, ideas, relationships.
c. Indulges in soliloquy and dramatic play in order to hatch his words and phrases and syntax. Combines acting and talking.
d. Suit action to word and word to action in his monologue.
e. Frequent questions---questions to which he already knows the answers,
f. Uses language easily to tell a story or relay an idea to someone else. Expresses feelings, desires, and problems verbally.
g. Plurals, past tense, personal pronouns, prepositions such as "on", "behind", "under", "in front of", etc.
h. Refers to self as "I".
i. Knows last name, sex, name of street on which he lives, and a few rhymes.
j. Speech may be infantile, but usually understood even by those outside the family.
k. Sentence length average of 3 to 4 words.
l. Long sentences---compound and complex.
m. Non-present situations dealt with verbally.
n. Generalizations common in talking.

42nd month
a. Vocabulary of 1200 words.
b. Complete sentences are used.
c. Sentence length of 4 to 5 words on the average.

48th month
a. Vocabulary of 1500 words.
b. Number concept barely goes beyond "one", "two", and "many". Can count to 4 or more by rote.
c. Powers of generalization and of abstraction are present.
d. Speaks of imaginary conditions: "suppose that" and "I hope".

e. Speech is forthright, not likely to carry on long conversations.
f. Plays with words.
g. Verbal rather than verbose (associative thinking.)
h. May have imaginary playmate, but communing is sketchy rather than organized and dramatic play does not long sustain a role.
i. Can tell lengthy story mixing fact and fiction.
j. Can carry on lengthy conversation with adults and children, though he may make grammatical errors and misuse words.
k. Aggressiveness may appear in words as well as actions; he calls names and brags.
l. Talks about everything, social rapport and to attract attention.
m. Questions at a peak. Not always interested in explanations but more interested in how answers fit own thought.
n. Sentence length of 4 to 5 words on the average.
o. Speech quite understandable, although some traces of infantile speech may remain.

54th month
a. Vocabulary of 1900 words.
b. Sentence length averages 4 to 5 words.

60th month
a. Can count 10 objects. Can tell his age.
b. Can carry a plot in a story and repeat a long sequence accurately.
c. Talks without infantile articulation.
d. Answers to questions more succinct and to the point.
e. Questions for information, not merely social intercourse of practice in speaking.
f. Defines in terms of use. ("A horse is to ride")
g. Language essentially complete in structure and form.
h. Use all types of sentences, including complex sentences with hypothetical and conditional clauses.
i. Uses conjunctions more freely, but generally frequency of parts of speech same as at four years.
j. Vocabulary of 2200 words.
k. Less literal and concrete than formerly.
l. Dramatic play full of practical dialogue and commentary which has to do with every day functions. (kitchen, grocery store, etc.) Good deal of talk with these. Function is to clear ideas and relationships through words rather than indulge in make-believe.
m. Distinguishes left and right hand in self, but not in others.
n. Lacks power of explicit reasoning.
o. Sentence length averages 4 to 5 words.
p. Names primary colors.

IMPORTANT STAGES IN LANGUAGE DEVELOPMENT

AGE	LANGUAGE	SPEECH
1-9 days		Birth cry is rhythmical
1-3 months	1. Is quieted by mother's voice 2. Listens to music 3. Activity diminishes when a sound is approaching 4. Takes notice in human voice and face 5. Begins to distinquish facial expression 6. Searches for sound with eye movements.	1. Differentiated cry (hunger and pain) 2. Vocalizes vowel-like sounds 3. Breathstream is prolonged 4. Cooing (repetition of one syllable "la, la, la") 5. Accomplishes laryngeal control of phonation, pitch, duration and stress 6. Chuckles when experiencing pleasure
3-5 months	1. Turns head toward sound 2. Stops crying when spoken to or hears music 3. Frequently watches lips and mouth of speaker 4. Listens attentively to music or a bell	1. Vocalizes back when talked to by cooing or chuckling 2. Can produce bilabial sounds like "p" "b" and "m" 3. Vowel-like sounds are modified to sound similar to "o" "u" 4. Laughs aloud
6-10 months	1. Beginning of receptive language 2. Distinquishes between friendly and angry talking 3. Responds to intonation of voice rather to the words themselves 4. Begins to recognize "no", "Daddy", "bye-bye", and "mama" 5. Responds to own name	1. Babbling occurs frequently 2. Uses sound for own pleasure 3. Consonant-vowel syllables predominate 4. Begins to show intonation in voice 5. Shouts for attention 6. Use babble phrases of 3 or more syllables 7. Uses singing tones 8. Begins echolalia
10-11 months	1. Pre-symbolic stage - child begins to attach meaning to specific words 2. Shakes head for no 3. Reacts to music vocally 4. Listens to conversation	1. Echoes words or sounds ("da da", "mama" 2. Uses short meaningful babble-like sentences 3. May utter first clear word
12 months	1. Beginning of true symbolization 2. Responds to simple commands 3. Learns words stand for a category 4. Shows interest in environmental sounds 5. Use appropriate gestures to verbal requests	1. Begins uttering first meaningful words 2. Babbles monologue when alone 3. May name an object out of sight 4. Uses 2-5 clear words

AGES	LANGUAGE	SPEECH
13-18 months	1. Rapid development of receptive language 2. Looks at pictures for a short while 3. Likes nursery rhymes 4. Knows name 5. Identifies hair, mouth, ears, and hands 6. Recognizes names of familiar objects (points)	1. Uses between 3 and 7 words 2. Tries to sing 3. Uses expressive jargon with good intonation patterns 4. Has between 3 and 30 word vocabulary 5. Makes long babbled conversation, with some clear words 6. May talk in 2-word sentences 7. Indicates wants by vocalizing
18-24 months	1. The naming stage 2. Expressive vocabulary develops rapidly 3. Points to any 3 parts of body, and various items of clothing 4. Listens to stories 5. Can identify most common pictures	1. Combines words relative to needs 2. Imitates to flow of adult conversation 3. Speaks in 2 or 3 word phrases 4. Speaking vocabulary of 250-300 words 5. Begins to show syntax
2 years	1. Can understand action words 2. Identifies family name categories "baby", "mother", and "father" 3. Understands size differences	1. Is speaking about 40% sentences 2. Uses 2 or 3 word sentences 3. Uses personal pronouns correctly (I, you, he, it, me)
2-3 years	1. Demonstrates understanding of all common verbs 2. Understand long complex sentences 3. Understands most common adjectives	1. Verbalizes needs (toilet) 2. Uses verbs, and plurals 3. Identifies action in pictures 4. Names all common pictures 5. Modification of basic syntactic structure (including yes-no questions, negatives, and pronouns)
3-4 years	1. Relates experiences 2. Learns all colors 3. Learns nursery rhymes	1. Uses infinitives, conjunctions, and relative clauses 2. Intelligible speech to most adults 3. Talks about experiences 4. Many articulation errors may still exist
4-5 years	1. Reads by way of pictures 2. Prints simple words 3. Relates fanciful tales	1. Uses intelligible speech for social purposes, to communicate ideas, to acquire information, to relate happenings, to argue, to guess, and to pretend
5-6 years	1. Learns time and space concepts, sequences of events and categories 2. Begins participation in reading readiness programs	1. Verbalizes fanciful tales 2. Asks meaning of words 3. Very few articulation errors

Taken from: Jon Eisenson, D.L. Ratusnik, Mecham, & Daniel Boone

Name-____ Sex M_____ F_____

	Year	Month	Day
Date	____	____	___
Born	____	____	___
Age	___		

Language Level______________

Psychometer Level____________

Examiner________________________________

The following test items were selected to obtain an estimation of both the language level and psychometer development level of children from ages one to six years. The items selected have been found to be normal for the age level indicated. Items were selected from Gesell, Bender, McCarthy, Kephart, Vineland Social Maturity Scale, Binet Test, and other sources. It is not the purpose of this evaluation chart to serve as an intelligence test, rather it is provided to supply information which may be helpful in language evaluation and psychometer evaluation which is closely related to language development. The items in this profile have been put together by the staff of the Hearing and Speech Center, Kentucky Society for Crippled Children Inc.

---

12 months(1 year)

Language Level

___Chews, sucks, and swallows adequately
___Follows gestures
___Obeys commands: "Give it to me"
___Imitates several sounds
___Knows and says "Moma"
___Know and says "Dada"

Psychometer Level

___Grasps with thumb and finger
___Drinks from cup assisted
___Inserts spoon in cup
___Visually alert to new things
___Stands alone
___Walks with help
___Does not drool

---

18 months (1½ years)

___Tongue, lips, and palate mobile
___Understands simple questions
___Identification of objects by pointing
___Points to body parts
Vocalizes and echos extensively
___Has vocabulary of 10-20 words
___Uses two-word phrases

___Walks unassisted
___Throws ball crudely
___Feeds self with spoon
___Places circles and squares in formboard
___Builds block tower of 2 or 3
___Marks with crayon
___Turns pages of book 2-3 at a time

24 months (2 years)

Language Level

___Responds to: "Show me a kitty."
___Responds to: "Show me a man", etc.
___Responds to: "What is your name?"
___Responds to: "What does a doggy say?"
___Can point to a doll's eye, nose, mouth
___Follows simple directions
___Names familiar objects
___Uses simple sentences
___Ask for "Another"
___Uses pronouns

Psychometer Level

___Turns pages of a book singly
___Scribbles with a pencil
___Imitates circular motion with a pencil
___Makes a tower of 5-6 blocks
___Puts together a 3 piece peg toy
___Completes a three piece formboard
___Kicks large ball
___Runs without falling
___Folds paper by imitation
___Walks up and down stairs alone

36 months (3 years)

___"Show me the one that's good to eat."
___"Show me the one that you wear."
___"Show me the one that flies."
___Tell his or her own sex.
___Holds up fingers to signify age
___Can count to three
___Repeats 5, 6 or 7 syllable sentences
___Repeats 2 or 3 digits: 3, 1, 2, etc.
___Names objects: Pencil, car, key
___Uses plurals

___Is beginning to establish handedness
___Stands on one foot momentarily
___Can tip toe and keep balance
___Imitates drawing a circle
___Builds a tower of nine or ten blocks
___Imitates the building of a 4 block train
___Imitates the building of a straight bridge
___Completes 3 piece formboard rotated
___Is beginning to match some colors
___Walks down stairs one per tread

4 years

___Follows a two-stage command
___Gives appropriate reply to: "What do
you do when you're sleepy?"
___"What do you do when your're hungry?"
___"What do you do when you're thirsty?"
___Counts to five serially
___Has number concept of 2 or 3
___Identifies 2 or 3 colors by name
___Speaks in complete sentences
___Repeats 3 or 4 nonsense syllables
___Correctly uses b, p, m, k, and g sounds

___Preference for dominant hand usage
___Stands on one foot 4 to 8 seconds
___Hops on one foot 2 or 3 hops
___Jumps standing or running
___Draws a fairly recognizable man
___Imitates drawing of cross and square
___Throws ball overhanded
___Completes 8 piece formboard
___Imitates building oblique bridge
___Walks 6 cm. board touching ground
to balance

5 years

___Knows own age
___Names five colors
___Counts serially to ten
___Follows three-stage command
___Number concept of 3 or 4
___Speech is fairly intelligible
___Correctly uses f, v, t, and d sounds

___Stands on one foot more than 8 seconds
___Hops on one foot for 8-10 feet
___Skips-using feet alternatively
___Draws a man with detail
___Walks 6 cm. board without falling
___Imitates drawing of a triangle
___Imitates drawing of a wagon

6 years

___Asks meaning of words
___Recites numbers to 30
___Names penny, nicle, dime
___Tells familiar story
___Correctly produces th, ch, sh, l, r,
___and s sounds

___Jumps from 12" landing on toes
___Stands on each foot alternately
___with eyes closed
___Walks 4 cm. board
___Completes 9 parts of a man
___Writes numbers 1 to 20

PROGRESSION OF LANGUAGE CHARACTERISTICS

AGES	CHARACTERISTICS
4 Weeks	Stares at sounds such as bells. Cries---may or may not differentiate between kinds of cries.
16 Weeks	Smiles, coos, bubbles, gurgles at faces. Laughs out loud
28 Weeks	Crows and squeals ... uses vowel sounds and a few con. sounds. Responds to practical events, physical objects, and tones and inflections of the voices around him. Uses no words -- some sounds which parents interpret as words.
10 Months	Vocalizes "ma-ma", "papa", "nana". Enjoys making lip noises. Laughs at his own sounds.
One Year	Listens intently to words and sounds. Repeats accustomed words ... imitates them. Suits some actions to some words .. Give me ball, etc. Attracts attention of those about him by squeals if not by words.
15 Months	Uses gestures to call attention to wet pants. Jargons. Listens carefully to own sounds.
18 Months	Comprehension as well as communication. Communicates and understands more by gesture than by words, but understands more words now than formerly. Vocabulary of about 10 words. Articulates enough to say "eat" when hungry and "no" when full, but usually still shakes head. Begins to abandon baby talk. Jabbers fluently with an occasional understandable word. Responds to commands, although he may not be able to use the same words in his own conversations. Recognizes many pictures that he cannot name.
2 Years	May have a few words, or 1000, at his command. Average is about 300. Uses Jargon only occasionally. Some words have real meaning in use by the child, while others are just sounds to him. Nouns and verbs are used most ... some adjectives, adverbs, and prepositions. Pronouns are beginning to be used: mine, me, you and I. Still says, "Paul slide down", rather than, "I slide down." Chants phrases and short sentences .. is sing song ... loves rhythm and repetition. Prefers stories about self and familiar things. Tells past experiences in present tenses. Uses "No" very frequently.

Three Years	Ask many questions and want answers to most of them. Verbally very assertive. Chatter to maintain social contacts. Chatter to gain attention. Loves play on words that he understands, and to play with words ... example: "Don't squeal, Miss Camille. Don't fall, Miss McPhaul". Makes declarations and running comments profusely. Verbal rather than verbose ... if asked what scratches will say cat, name cat, then go on to tell about his dog, etc. Speech is forthright, does not like to have to repeat things.
Five Years	Little or no infantile articulation. Fewer and more relevant questions, and wants information more than just social contact when asks questions. Definitions are in terms of use ... horse is to ride, fork is to eat with, etc. Not as imaginative as four year olds. Uses all types of sentences. Ears and eyes used for detail. Larger vocabulary ... 7000 or more words more than four year old. Dramatic play ... full of practical dialogue. Knows own right and left hands, but not those of others.

Taken from:

Headstart Teacher Training
for Pre-School Children,
University of Georgia, 1965,
pages 39-50

COMPONENTS OF OUR PROGRAM

Project BESTS's Language Development program is based on the premise that each child is entitled to self-expression as part of his daily life. When, for whatever reason, a child is unable to express himself, we regard this fact as of primary importance and we have sought to develop a program that can be used consistently by all the significant people in the child's life---the classroom teacher, the speech therapist, and, of course, the parents--to offer encouragement and remediation in the language areas.

We begin our program by educating the classroom teachers to the basic structure and pattern through which language develops in the child. This was iniated at a summer workshop and updated throughout the year.

We have included in this section the goals and objectives of our program, the guidelines which were set up, and the suggested speech lesson that the teacher used for the formal speech activities. Needless to say, language activities were continuous throughout the day and an increased awareness of language by the teacher and aide produced amazingly creative and innovative activities.

I direct your attention to the following pages-----

GUIDELINES for THE K.I.K. SPEECH AND LANGUAGE PROGRAM

1. Plan each lesson carefully. Also take time to evaluate progress made after each session. Record in weekly log.

2. Keep schedules as constant as possible.

3. Gear instruction to ensure frequent success. A child should be challenged to learn during a lesson, and should be rewarded for success at the completion of the lesson.

4. Reward the child for trying. Children need to learn that trying to solve a problem is rewarding in itself so that when later faced with seemingly impossible tasks , they won't be afraid to try.

5. Provide immediate feedback. To promote desirable attending behavior and develop a positive attitude toward learning, a child should receive information that helps him understand how he is progressing.

6. Present lessons enthusiastically and dynamically. Enthusiasm is contagious; if a teacher is enthusiastic, the children will be also, as well as interested. Use many varied visual aids to hold attention and enhance learning.

7. Maintain a calm and matter-of-fact approach. Too much concern about behavior gives the child the impression that the teacher is anxious and fearful. If the teacher says in a confident manner, "It is time to begin our lesson," children will usually get ready to participate in the game.

8. Ensure each child's participation. A child has to practice language Processing to become proficient. In a small group, one or two children can monopolize. Make sure you, as discussion leader, do not let yourself do most of the talking. Which leads me to....

9. Avoid excessive talking to control a child's behavior. Children develop a kind of "teacher deafness"; they tune out. The more a teacher talks, the less he is usually getting through to a child. After all, (no matter how incorrectly or poorly structured it is) the basis of our program is to get them to talk.

10. Lastly, someone told me long ago that any program is only as good as the teacher behind it. We could have the most expensive and up-to-date program in the State and it would certainly fail without teachers of your calliber behind it. We trust your judgement and intuition to the utmost, so that if there ever is a time you would like to do it "your way", please do so. Our programs are basic, clear-cut , and to the task. Therefore, we do not anticipate many problems. If there ever sould be, please inform me immediatly and we will get our heads together on it.

Here's hoping for a very successful and productive

year!

Spencer County Kindergarten
Language Development Program

1980-1981
Objectives

The major objectives of our preschool language program will be:

1. To help the children learn speech patterns through which they can communicate their ideas, feelings, and needs.
2. To help them develop understanding of the speech(communication) of others.
3. To foster the beginnings of a broad vocabulary.
4. To help them develop good listening skills.
5. To help them learn to use language creatively.
6. To help them develop verbal skills both as individuals ans as group members.
7. To help them become more aware of their environment.
8. To help them begin to be aware that language is not only spoken but also written.....will form the basis for reading skills.
9. To help children learn the delights of self- expression.
10. To help children begin to establish mental processes which:
    (1) allow them to seek out interesting and significant data from their environments
    (2) mentally assimilate the data in an efficient manner
    (3) and then use the results in future learning and behavior

A Speech Lesson Should Consist Of:
(individual time)

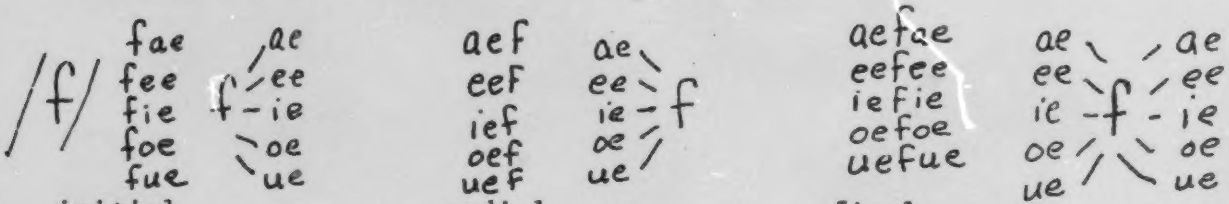
I. Five Minutes of Sound Drill (in isolation or Non-sense Syllables) e.g.:

" O.K., Jenny, let's make your good f sound 15 times by itself and I'll give you a token in your cup."

The child will then proceed to make 15 correct sounds. If he makes a few errors, correct him once or twice, but not to the point of frustration. Give him a token** then proceed....

"Good. Now, Jenny, let's see if you remember your drills. Ready?"

The child repeats as you say: e.g. the /f/ sound



initial medial final

The child receives a token for this action also. **

II. Five Minutes of Listening drill, e.g.

"We're going to put our rabbit ears on now and listen very carefully as we play our listening games now. Jenny, see if you can find your sound in one of these three places."

You will have three objects or pictures on the table which will stand for initial, medial, and final positions in words. you will say a sound(consonant) on each of the items, one of which will be the child's sound(in this case the f sound). The child is to point to or tell you which object they heard their sound on. This is only one example of a very simple learning -listening game. Child gets a token for this behavior.**

III. Five minutes of Worksheet practice, e.g.

"Now Jenny, let's get out our workbook and see how much you have learned this week."

The child will bring their workbook fromspeech to your room. In it I will have given them a work sheet with the instructions written plainly on them. You are to read the child the instructions and make sure he/she understands them. Try to help as little as possible. On the next day that the child has speech, I will help them with any errors they have made on their worksheet. The book may get dirty or lost, but with proper encouragment it will become a source of pride and enjoyment. This book will also be sent home at the end and/or beginning of each month. The parents will be given a page they can do with the child at home.

The second essential ingredient of our program was our parents. We communicated with our parents by letter, phone, and in person. Admittedly, this was one of our biggest challenges--how to reach parents in order to educate them to educate their children!

Our speech therapist iniated a series of non-threatening parent meetings during which parents were taught activites and techniques for working with their children. I say "non-threatening" because we kept the whole thing very casusal and apparently unstructured. We offered door prizes and baby sitters. We became as skilled as the "pitchmen" at a carnival at touting the importance of these parent meetings and many many reinforcements were offered for those who braved both the elements and their own uncertainies to come!

Problem Areas From The Speech Therapists' Point of View

I. Group Size Did Not Work

A. Any group over 2 members was too large. The responses were "copied" by the slower members in the group, eg: when A who is on task level would give an immediate correct answer, then B, (who was on a lower level) would repeat that answer.
B. The severity of speech and language problems required one-on-one teaching. Two-to-one teaching was sometimes effective also, because one provided "reinforcement" by example visually and kinesthetically for the other.

II. Time Periods Needed To Be Changed

A. Time changed from one half hour two days per week, to 20 min. three days per week. Many of the K.I.K. speech and language students had such low attention spans that after 20 minutes or so they were "fidgeting" in their seats, their minds a million miles away. No matter how interesting the subject matter, they could not attend to it.

B. Two days a week just wasn't enough. The children who weren't getting any home reinforcement were needing at least one extra day of reinforcing activities. So we changed from M-W to M-W-F plus the classroom teachers were providing reinforcement on T-Th.

III. The Parent Program Had To Be Altered

A. The elements, at times, seemed to be against us, causing poor attendance. Tobacco-working families made up for 75% of the K.I.K. families, and when wet seasons provided time to work on the tobacco, they did...what seemed to be almost continusly for three-four months. So we started making home visits in the late winter on a once-a-month basis.

B. Parents were not following through with the parent packets. The well-meaning parents would sometimes simply let their child color the worksheet instead of doing it with them, or some parents did not use the packets at all. Since the purpose of the parent packets was to provide home-stimulating and reinforcing activities, we had to provide a motive to make the parents want to do the packs. Therefore, we came up with contracts. These contracts, made between the parents and the therapist and the classroom teacher, gave the parents an opportunity to earn points for their children to be totaled at the end of the year and get a prize.

IV. Too Much Emphasis On Articulation, Not Enough On Language.

Since most of the children had such severe articulation deficiencies, I felt the need to clear up the problemby leaning more toward articulation drill. However, through follow-ups and comparing language development charts, I feel that next year my emphasis will lean more to almost all language developmant in the areas of receptive, internal, and expressive language, with perhaps one day a week devoted to articulation drill and a few worksheets to reinforce the sound. (This of course will not be true in all cases, especially if sounds are missing in the child that should be present at their age.).

Problems From the Classroom Teacher's Viewpoint

We were, at first, very enthusiastic about the implementation of individual speech and language follow-up in the KIK classroom, to be done by the teacher or aide. We felt that the child would not only gain needed practice of sounds, but would also benefit from the encouragement and reinforcement he would receive.

However, we found one major flaw with this idea. We just didn't have enough time to get it all done! There were 12 KIK children and we planned to work 15 minutes with each of them three times a week.

At first, we tried working individually with speech reinforcement during our activity and small group time. At this time, we usually rotate three pre-assigned small groups through art, fine-motor, cognitive, or other activities. Each group also has about 20 minutes of "free" time when children can choose to play in the blocks, housekeeping or other center. This arrangement for speech students was not working out, however, because too many children missed important small group activities. We found that while the teacher or aide worked with one child, many others had not gained the maturity to work independently and they did not complete tasks to their fullest potential.

One solution to the problem was offered by the Title I Kindergarten teacher who had some of the children in the afternoon. She offered to work with speech reinforcement as part of her daily program. Her afternoon class was fairly small and her aide helped to work on articulation and expressive language on a one-to-one basis. This has proved to be very helpful.

Another solution that we have found to be somewhat successful was working with the children during our daily 15-minute rest time. The only minor problem we've encountered is that the children involved don't get to take advantage of the relaxing quiet time.

Looking to the Future

In the future, we will probably focus more on language activities that can be used in a small or large group setting. In addition to implementing many of the games and activities outlined in the Milton Bradley GOAL Kit for Language Development, we will continue to enlarge upon such ideas as playing listening games, learning finger plays, having puppet shows and participating in "show and tell." In short, we will try to strengten language development by incorporating it into every aspect of the curriculum. In addition, our speech therapist is a ready resource for valuable learning experiences which are relevant to each child.

If time permits, we also plan to devote one 15-minute period per child each week to working with individual reinforcement.

APPENDICES

APPENDIX I - ADDITIONAL INFORMATION FOR TEACHER ORIENTATION

SIGNS AND SYMPTOMS OF CHILDREN WITH HEARING PROBLEMS

The classroom teacher plays an important role in recognizing and reporting children who show symptoms of possible hearing loss. The child who presents the following may experience difficulty in hearing and should be referred to the school nurse for further investigations:

PHYSICAL CONDITIONS:

Draining ears
Ears filled with dried wax or crust from draining ears
Inflamation of the ear or area around it
Mouth breathing

HEALTH HISTORY:

Chronic colds
Ear infections
Mastoiditis and meningitis
(Also keep alert for any evidence of hearing loss after mumps, measles, chickenpox, scarlet fever, typhoid, diptheria, and after any acute head cold accompanied by a high fever.)

COMPLAINTS:

Pain in ear or around ears
Ears stopped up
Ringing or buzzing in ears

BEHAVIOR:

Doesn't pay attention. (Some children may develop a habit of inattention even when hearing is normal, but the presence of inattention should not be dismissed on such a possibility. The child should be given an audiometric check-up to be sure.)

Asks to have things repeated
Turns head to one side when listening
Leans forward when listening
Stares intently at speaker
Appears confused or bewildered when listening to speaker
Hears better when directly in front of speaker
Interrupts conversation and is not aware that others are talking
Has trouble with oral directions
Does better written work than oral work
Has poor speech
Withdraws from group activities in which hearing is necessary
Progresses slowly in school. (The child with partial hearing may be mistaken for being dull, careless, or stupid).

TONGUE AND LIP EXERCISES

These exercises should be practiced in front of a mirror; the unseen, difficult movements of the tongue needed for correct pronounciation are more likely to be "felt" kinesthetically by the child when he can watch his own efforts.

THE DONKEY'S TAIL:

The child is encouraged to let his tongue hang out and swing from corner to corner in his mouth like the swinging of a donkey's tail. The movement should be continuous and complete from corner to corner.

CAT JUMPS FOR THE CHEESE:

For practice in bringing the tongue from the roof of the mouth (just in back of the front teeth) to the lower part of the mouth, the tongue is compared to a cat crouching in the bottom of the mouth and springing upward. Incentive can be added by placing a "dab" of peanut butter on the roof of the mouth for the "cat" to taste. This kind of game is good preparation for the sounds "t", "d", "l", and "in".

LICKING AN ICE CREAM CONE:

The child is shown a picture of an ice-cream cone. "I imagine you have ice cream all around your mouth." They are to "lick" a complete circle around their lips.

The Emerging Language Program Consists Of;

Early Stages of Verbal Language Development: e.g.

Objective 1

The child will name the following ten objects; Ball, car, doll, cat, truck, airplane, boy, girl, cow(all plastic models).

Sample Activity:

Name all the objects for the child, having him repeat after you. Play games with the objects until he names all of them correctly without prompting. For example, place all the objects in a bag and have the child pull them out one by one, naming each as soon as he can tell what it is.

responses to be obtained:

ball
car
doll
dog
cat
truck
airplane
boy
girl
cow

Intermediate Stage of Verbal Language Development: e.g.

Objective 32

The child will produce ten actor-action sentences consisting of "I" followed by the verb "sit" followed by ten core nouns elicited by ten stimulus pictures

Sample activity:

The teacher will sit on each of the ten stimulus pictures and say "I sit on ___________." The child will be instructed to do the same.

Possible responses:

I sit on ball. (Or I sit on the ball, according to ability)
I sit on dog.
I sit on car
I sit on doll.

Establishing KernelSentences:

Objective 49

the child will produce ten predicative kernel sentences consisting of each of the ten core nouns in a noun phrase followed by "is" or its contraction('s) followed by a prepositional phrase "on table or under table" as elicited by ten stimulus pictures with 90% accuracy.

Sample Activity:

The child will be given ten pictures and instructed to put them one at a time either on or under the table. The clinician (teacher) will then respond with "_________ _________ is on or under the table" for each. The teacher will then manipulate the pictures and the child will be expected to respond appropriatly.

Possible Responses:

The ball is on the table
My truck is on the table
Mommy's hat is under the table.
The big car is on the table.
The cow is under the table.

Increasing The Vocabulary

Objective 58

The child will produceten predicative sentences consisting of one noun phrase followed by "is" or its contraction ('s) followed by each of the ten new adjectives with 90% accuracy.

Sample Activity:

Obtain ten pictures in which one object depicts the ten new adjectives. Have the child describe them in the new phrase form: "The ____ is yellow." "The _______is broken."

Possible Responses:

The broom is yellow.
The broom is blue.
The broom is long.
The broom is short.
The broom is broken.
The broom is sad.
The broom is new.

Interrogative Reversals

Objective 132

The child will produce ten questions beginning with "do you" followed by a verb phrase elicited by ten stimulus pictures with 90% accuracy.

Sample Activity:

Ten pictures of common foods will initially be shown to the child. They will then be mixed up and placed face down on the table. The child is told to select a picture and to not show the teacher what it is. The teacher is to ask questions in order to guess what the food is and the child can answer the question with either a yes or no answer only. Questions like;

Do you eat it for breakfast?
Do you eat it with your hands?
Do you eat it with a spoon?
Is it sweet?

After about 10-15 questions, the teacher finally asks"Is it a_____?"

Language Development Chart

Age in Months	Comprehension and Response to Sounds	Vocabulary	Articulation	Expressive Language
1	May respond with different bodily gestures different voices.		Vowel sounds	Differentiated cr ing to need, e.g. hunger, pain, or need for attn..
2-4	Responds to voices with smile and may stop making sounds when adult enters room.			Babbling begins. Laughs and coos when comfortable.
5-6	Often responds to babbling of parents. Can distinguish between pleasant and angry tone of voice and responds with either smile or cry.		Produces about one-half of all consonants.	Imitates his own sounds. Directs speech to objects and people.
7-8	Attends to many different sounds in environment.			Repeats sound sequences.
9-10	Understands and responds to name, "no-no", and "hot", patty-cake, and bye-bye.	Syllables, "ma-ma-ma", "da-da-da"		Imitates melody patterms. Tries to imitate others.
11-12	Understands action words like "up", "fast", "down".	First meaningful words.		Copies melody patterns, speech still unintelligib May imitate animal sounds.
12-24	Understands simple command like "go get the ball"	Uses 5 to 200 words. About half are nouns.	Typically omits final consonants in words.	May use one name for several unrelated things.
24-36	Will listen to simple stories. Begins to comprehend prepositions like "under", "up", and "on".	Uses 200-900 words, mostly nouns and verbs.	Pronounciation is unstable.	Begins to put to put two words together. Names objects. Asks questions. Talks about sounds.
36-48	Recognizes plurals and adjectives.	900-1500 words.	Masters t,d,k,g,f,v. Omission of final sounds decrease.	Speech may become 100% intelligible. Speech becomes useful. Uses simple sentences. Can recite simple poem or song. Relates experiences

Language Development Chart(cont.)

Age in Months	Comprehension and Response to Sounds	Vocabulary	Articulation	Expressive Language
48-60	Carries out longer commands with two to three actions involved.		Can produce multisyllable words. Infant articulation disappears.	Fluency improves. Speech is intelligible even though some sounds are faulty. Uses article and plurals. Uses self-made rules of grammar.
60-72	Responds correctly to complex sentences, but still may become confused at some involved sentences		Masters r, l, and th, but still may have difficulty with s and blends like gr, thr, sk, and st.	Uses grammar correctly almost all of the time. More multisyllable words present. Uses 5 to 6 word simple, compound, and complex sentences.

Speech Correction
Charles Van Riper
Chapter IV

Paul Burris

Speech Development

I. The Beginnings of Speech
    (A) Most of the early vocalization of all babies seems to be reflexive in nature.
    (B) The skills involved in speech begin to be acquired as soon as the child is born and are seldom perfectly mastered.
    (C) It is vitally important for the student of speech correction to know how speech develops.

II. Crying versus Comfort Sounds
    (A) The first reflexive sounds are the shrill, nasal wails of a child in discomfort and struggling.
    (B) Vocalizations vary from child to child.
    (C) Fewer sounds are used in crying than in noncrying speech.
    (D) The noncrying sounds are composed of grunts, gurgles, and sighs, and include most of the front vowels, the consonants k, l, g, and the glottal catch.
    (E) Imprinting- Scientists have found that an animal's response to certain sounds seems to be imprinted shortly after birth.
    (F) The feeding-speaking situation is important in the development of certain sounds.

III. Private and Social Babbling
    (A) Babbling usually begins about eight weeks after birth.
    (B) When the babbling period is interrupted or delayed through illness, the appearance of the speech is often similarly retarded.

IV. Vocal Play
    (A) The child begins to use his vocalization for getting attention, supporting rejection, and expressing demands.
    (B) Socialized vocalization-at this time the child listens to himself but he also listens to you; he talks to himself but he also sometimes talks to you.

V. Inflected Vocal Play
    (A) About the eighth month vocal play takes on the tonal characteristics of adult speech.
    (B) The repertoire of sounds increases.
    (C) Crying time diminishes.
    (D) The child begins to sound as though he is talking.

VI. The First Words

(A) The Autism Theory - Words used while feeding, bathing, or fondling the child will often give him pleasant feelings when he repeats them.

(B) The Imitation Theory - During the last months of the first year, most children seem to make some attempts to reproduce movements which they witness.

(C) Jargon - At about eighteen months, the largest share of the child's speech is jargon.

(D) Vocal Play and Echolalia
  1) The babbling play of infancy still appears to this age.

  2) Echolalia or the parrotlike echoing of words he hears also appears during this period.

(E) Speech at Two Years
  1) The child should be talking.
  2) Simple and compound sentences are often heard.
  3) Jargon is almost gone.
  4) Articulation is faulty.
  5) Speech rhythms are broken
  6) Voice control ranges from loud to louder, but he has learned to talk.

VII. Later Speech Development
(A) During the third or fourth years of life is when speech disorders are most likely to begin.
(B) The infantile words that he has learned cannot serve his growing needs.
(C) The child must learn the conventional forms of syntax and acquire a new vocabulary.
(D) Pronunciation and articulation must be perfected.
(E) Attaining Fluency
  1) During the third and fourth years good speech models should be provided for the child.
  2) Speech models used should be within the child's performance ability.
(F) Acquiring Language and Vocabulary
  1) Speech consists of a set of symbols.
  2) Parents should become verbal dictionaries.
  3) The teaching of talking should be meaningful speech, not gibbeusch.

VIII. Review of Speech Development in the Child

(A) Speech is
  1) A motor act
  2) An acoustic event
  3) A form of symbolic language
     (speech is thinking)
  4) A way of communicating and a social control
  5) An expression of the self

LANGUAGE ACTIVITIES

Allow the child to record his voice on a tape recorder (if possible). Then play it back to him.

Encourage the child to give informal speeches such as "How I Care For My Dog"

Role-play telephone conversations with your child.

Play word games such as "I am thinking of a word that sounds like..."

Read poems to the child and make sure he is aware of the rhyming words in it.

Allow the child to give directions or instructions to others.

Use puppets to encourage speaking. Simple puppets can be made from socks, paper bags, or simply drawn on your hand.

Require the child to answer in complete sentences!

Have the child complete a sentence which you begin.

Give the child a list of words and have them develop a story using the list

Give the child various pictures, and have them relate what they see.

Have the child relate past experiences, such as how he helped when he worked in tobacco, when he went to the city, etc.

Have the child make -up words to comic strips

Begin a story and have each member of the family add to it.

Give the child a comic strip that has been cut apart and have them put it in the right sequence.

Have the child tell you about a recent television show he/she has seen and have them relate the events.

Encourage discussions of what went on in school that day.

Play a game of charades with the family

Hold tall tales contests

Encourage the child and his playmates to make up a "show" or play. It could be on any given subject, such as Christmas, a new toy, the first day of school, etc.

Teach the child some popular songs, or some old standards, such as "Row, Row Row Your Boat", etc. Make a microphone out of anything handy, and let them pretend they are on stage.

If the child is to young to read, let them go through a book with you and "read" you the pictures.

Let your child be the mommy or daddy for an hour. It may tell you a lot!

Language Development Activities

Mary Mayes

I. OBJECTIVES

The major objectives of your preschool language program should be:

1. To help the children learn speech patterns through which they can communicate their ideas, feelings and needs.
2. To help them develop understanding of the speech (communication) of others
3. To foster the beginnings of a broad vocabulary.
4. To help them develop good listening skills.
5. To help them learn to use language creatively...
6. To help them develop verbal skills both as individuals and as group members.
7. To help them become more aware of their environment.
8. To help them begin to be aware that language is not only spoken but also written...will form the base for reading skills.
9. To help children learn the delights of self-expression.
10. To help children begin to establish mental processes which:
    (1) allow them to seek out interesting and significant data from their environments
    (2) mentally assimilate the data in an efficient manner
    (3) and then use the results in future learning and behavior.

II. LANGUAGE PROGRAM IDEAS

A good preschool language program doesn't just happen...it is planned and well-implemented by the entire staff. It is woven into all other aspects of the day care program...routines, field trips, lunch time, free play.

Listed below are a few suggestions from the realm of possibilities, limited only by the bounds of your own creativity and imagination.

A. Birth to One Year:
1. stimulating environment - mobiles, toys
2. sufficient staff to provide teachers who can reinforce daily the child's babbling
3. music -- listening skills
4. teachers who talk to the child while attending to his physical needs
5. time out of the crib in which the teacher points out and verbally labels a variety of elements in the environment
6. Teachers who recognize the importance of repetition in the language process and repeat familiar words and phrases for the child
7. opportunities to observe older children playing and talking
8. familiar sounds he can learn
    (1) bell ringing
    (2) dog barking
    (3) cow mooing
    (4) water running

B. One Year to Two Years:

1. music experiences - songs and records with simple, short phrases that are constantly repeated
2. teachers who tell the child short stories about himself and familiar people or objects
3. simple games involving categories of objects
4. teachers who provide reinforcement (praise, encouragement, love) for his emerging verbal skills
5. scrapbooks of colorful pictures of animals, fruits, people, children, birds, etc.
6. sturdy books that the children can learn to look through
7. short, simple, dramatic stories--perhaps at a felt board
8. teachers who use interesting but simple sentences when communicating and who realize the importance of listening to the child
9. puzzle play with teacher listening and encouraging child to talk about what he is doing
10. simple position games in which the children follow commands - "sit down" "stand up tall,""hold my hand" simple finger play games
11. simple finger play games
12. dress up - role playing with full length mirror to develop concept of self
13. pantomime
    combing hair
    putting on socks
    brushing teeth
    washing face

C. Two Years to Three Years

1. games which enhance the child's sense of autonomy (self reliance)
    (a) role playing - housekeeping; as a doctor, nurse, teacher, milkman with conversations participated in by teacher
    (b) practicing routines and discussing them
        1. brushing and combing
        2. washing - dishes, dolls
        3. pouring
    (c) group games requiring listening and understanding of simple commands - clapping hands, stomping feet
2. experiences with objects that are alike, different
    (a) rough, smooth
    (b) tall, short
    (c) big, little
    (d) same color but different shapes
    (e) same shape but different colors
3. all kinds of dramatic play
    (a) puppets
    (b) role-playing
4. teacher begins to provide verbal experiences which will help the child develop a sense of present, future and past.

5. short songs
6. finger plays
7. read or tell interesting, dramatic story daily
8. more complex sorting and categorizing tasks
9. experiences in science with naming and labeling
    1. water - float, sink, swim
    2. trees - with or without leaves; stem, trunk
    3. animals - farm zoo big and little
    4. colors -
    5. food -
10. Many listening experiences

D. Three Years to Four Years

1. teachers should observe and encourage creative expression
    - (a) let the children make up stories
    - (b) encourage a "show and tell" group session
    - (c) encourage children to express how they feel about many things - discovery of self
2. games to learn:
    - (a) parts of body
    - (b) actions
        - hopping
        - running
        - standing
        - clapping
        - turning
        - writing
        - pushing
        - pulling
    - (c) "what is missing?" - from a table, picture
    - (d) clothes
3. storytelling becomes increasingly interesting to the child
    - (a) especially good to use felt boards
4. let children play verbal completion games of "what if..."; "suppose..."; "would you rather...?"; "why does..?".
5. use lunchtime as excellent language development opportunity -
    - (a) names of foods
    - (b) table manners and courtesy
    - (c) discussing what you did during the morning
    - (d) describe foods
        - taste - sweet, sour
        - types - vegetable, meat, fruit, bread
        - colors - orange, carrots, green lettuce
        - texture - soft, crisp, juicy
6. special projects
    - (a) cooking - discuss measurements, liquids, baking, frying, etc.
    - (b) field trips - prepare by showing pictures and discussing what the children will experience
    - (c) invite someone to play special musical instrument - discuss the instrument (size, sound, etc.) before and after visit
7. plan walls and bulletin boards so that the children will ask questions and talk about what they see
8. increasingly complex action games that involve understanding specific directions
9. variety of books on open shelves easily available to children
10. increasingly complex sorting and categorizing tasks

E. Four and Five Year Olds

1. making up stories
2. group art activities
    - murals
    - collages
    - paper mache
3. block building projects
    - village
    - farm
    - port
4. cooking projects
    - measurements
    - changes form
    - taste, texture
    - color
    - tea parties
5. field trips
    - prepare for trip thru stories, pictures, etc.
    - after trip - tell about it - make up art projects, etc.
6. verbalizing sensory concepts
    - surprise box of objects

Summary Sheet

PRONOUNS (17)

			*Age
1.	_______	I	(2-0 to 2-6)
2.	_______	my	(2-0 to 2-6)
3.	_______	mine	(2-0 to 2-6)
4.	_______	me	(2-0 to 2-6)
5.	_______	your	(2-0 to 2-6)
6.	_______	she	(2-6 to 3-0)
7.	_______	her	(2-6 to 3-0)
8.	_______	he	(2-6 to 3-0)
9.	_______	his	(2-6 to 3-0)
10.	_______	him	(2-6 to 3-0)
11.	_______	you	(3-0 to 3-6)
12.	_______	they	(3-0 to 3-6)
13.	_______	us	(3-6 to 4-0)
14.	_______	their	(3-6 to 4-0)
15.	_______	them	(3-6 to 4-0)
16.	_______	we	(4-6 to 5-0)
17.	_______	our	(5-0 to 5-6)

_______ TOTAL

QUALITY (6)

18.	_______	soft	(2-6 to 3-0)
19.	_______	heavy	(2-6 to 3-0)
20.	_______	hard	(3-0 to 3-6)
21.	_______	same	(3-0 to 3-6)
22.	_______	light	(3-6 to 4-0)
23.	_______	different	(4-6 to 5-0)

_______ TOTAL

POSITION (26)

24.	_______	in	(2-0 to 2-6)
25.	_______	of	(2-0 to 2-6)
26.	_______	on	(2-6 to 3-0)
27.	_______	under	(2-6 to 3-0)
28.	_______	out of	(2-6 to 3-0)
29.	_______	together	(2-6 to 3-0)
30.	_______	away from	(2.6 to 3-0)
31.	_______	up	(3-0 to 3-6)
32.	_______	top	(3-0 to 3-6)
33.	_______	apart	(3-0 to 3-6)
34.	_______	toward	(3-0 to 3-6)
35.	_______	around	(3-6 to 4-0)
36.	_______	in front of	(3-6 to 4-0)
37.	_______	high	(3-6 to 4-0)
38.	_______	in back of	(3-6 to 4-0)
39.	_______	next to	(3-6 to 4-0)
40.	_______	beside	(4-0 to 4-6)
41.	_______	bottom	(4-0 to 4-6)
42.	_______	backward	(4-0 to 4-6)
43.	_______	forward	(4-0 to 4-6)
44.	_______	down	(4-6 to 5-0)
45.	_______	low	(4-6 to 5-0)
46.	_______	behind	(5-0 to 5-6)
47.	_______	ahead of	(5-0 to 5-6)
48.	_______	first	(5-0 to 5-6)
49.	_______	last	(5-0 to 5-6)

_______ TOTAL

SIZE (6)

50.	_______	big	(2-6 to 3-0)
51.	_______	tall	(2-6 to 3-0)
52.	_______	little	(3-6 to 4-0)
53.	_______	short	(4-0 to 4-6)
54.	_______	fat	(4-0 to 4-6)
55.	_______	thin	(4-6 to 5-0)

_______ TOTAL

QUANTITY (6)

56.	_______	all	(2-6 to 3-0)
57.	_______	empty	(3-0 to 3-6)
58.	_______	full	(3-6 to 4-0)
59.	_______	more	(3-6 to 4-0)
60.	_______	less	(3-6 to 4-0)
61.	_______	each	(4-0 to 4-6)

_______ TOTAL

*In this age bracket and older, 80% of the subjects comprehended the meaning of the word.

SPEECH STIMULATION MATERIALS

Books

The Indoor Noisy Book, my Margaret Wise Brown (New York, William K. Scott, Inc., 1942).

The story of Muffin, the little dog who had a cold. All about him he could hear noises in the house: a broom sweeping, the clinking of silver, the telephone bell, vacuum cleaner, cook in the kitchen beating eggs, etc.

The Country Noisy Book, by Margaret Wise Brown (New York, William K. Scott, Inc., 1940).

The story of Muffin when he goes to the country on the train; he hears all the sounds of a train: ding-dong, choo, choo-chook, chookahooka; toot; sounds of the farm; rooster, lamb, cow, dog, duck, etc.

Listening for Speech Sounds, **by E. Y. Zedler** (E. Y. Zedler (New York, Harper, 1956).

Noises and Mr. Fliberty Jib, by Gertrude Crampton (New York, Simon & Schuster, 1947.)

The story of Mr. Fliberty Jib, a man who has a headache, and all the sounds and noises that aggravate him and make his headache worse.

Picture Sounding Rhymes, by Mary Alice Stoddard (Racine, Wisconsin, Whitman Publishing Company, 1943).

This is a book of brightly colored pictures of animals with rhymes about what they say.

See It, Say It, Do It, by Gladys M. Horn (Racine, Wisconsin, Whitman Publishing Company, 1951)

This book contains pictures beginning with the same sound to identify and reproduce and arrange on a page. Examples: Find the snowman, the soup. slippers, swing, etc. Find the flag, fire, fan, fish, four, etc.

See It, by F. S. Winship (Racine, Wisconsin, Whitman Publishing Company, 1952).

This book contains brightly colored action pictures involving objects and situations within a young child's experience.

What We Do Day by Day, (Chicago 6, National Dairy Council, 1950).

There are pictures of the things children do day by day, such as eating, washing, sleeping, playing, etc.

The following is a list of materials a therapist beginning a speech program might find useful.

Sony Model 104-A Tape Recorder $112.50 **
Sony/Superscope, Inc.
8150 Vineland Avenue
Sun Valley, California 91352

This model is a two track recorder with virtually automatic operation. It features a VU meter, public address system capability, three speeds, pause control, digital tape counter, automatic tape lifter.

PHONOGRAPH RECORDS

Genie, The magic Record (Decca Records, Inc., 1946),

This is a recording of a story featuring Genie, the Magic Record as the main character. During the episodes, Genie meets many things which make well-known environmental sounds, such as a fire engine, a door opening, footsteps, etc. He names each one and then the sound it makes is heard. The descriptions and sounds are employed very cleverly in the story.

What's Its Name? This is an Auditory Training Album by Jean Utley (Minneapolis, the Maico Company, Inc.) or (Urbana, University of Illinois Press). This album contains two records. Both sides of the first record contain well-known environmental sounds such as a telephone ringing, a car starting, a dog barking, etc. The second record contains three familiar nursery rhymes: "Little Boy Blue," "Jack and Jill", and "Little Jack Horner", and a story, "The Three Bears."

I'm Dressing Myself, by Gene Lowell and Phillip List (Young People's Records, Inc., 100 Sixth Avenue, New York).

This record contains the voices of a mother and her son. They name the articles of clothing as he puts them on.

The Little Fireman, (from a story by Margaret Wise Brown, Young People's Records, Inc.)

This record contains a story about firemen, describing them with accompanying story and sounds.

The Circus Comes to Town (Young People's Records, Inc.,)

This record contains a story about a circus employing a different voice and sounds for the fat man, tumblers, bicycle rider, the clown, juggler, etc.

I Wish I Were --- (The Children's Record Guild, 27 Thompson Street, New York).

This record contains a song about wishing to be different things, such as a grasshopper, a giant, etc. and the sounds that these things make when they walk, go swimming, etc.

The Chugging Freight Engine (Young People's Records, Inc.)

This record contains a story about the train and the sounds it makes.

Let's Help Mommy (Children's Record Guild).

This record contains a story about two little children who decide to help their mother on the day of their father's birthday. It includes the sounds of the things they help to do, such as vacuum the rug, sweep the floor, etc.

Eckstein Brothers Auditory Trainer - Model 31-HF $205.00
Eckstein Brothers
4807 West 118th Place
Hawthorne, California 90251

The model has two separate amplifiers, each having its own microphone, volume control and two position tone control all in one individual case. Transistorized, Battery operated with batteries lasting approximately one year.

Goldman-Fristoe-Woodcock Test of Auditory Discrimination 18.50
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Includes series of 76 spiral-bound pictures, 50 response forms, manual and prerecorded test tape.

Peabody Picture Vocabulary Test 15.00
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

This test includes special plastic edition series of plates, manual of directions with norms, and 50 individual test records.

Peabody Language Development Kit - Level #2 (Mental Ages 6-8) 65.00
American Guidance Service, Inc.
Publishers'Building
Circle Pines, Minnesota

The kit includes a manual, stimulus cards, "I Wonder" posters, 5" tape, teletalk, puppets, and plastic color chips.

Developmental Articulation Test by Robert Hejna 2.00
Scott, Foresman and Company
Dallas, Texas

Go-Mo Cards - a complete set of consonant card games. 25.00
Go-Mo Products, Inc.
1441 Headford Avenue, P. O. Box 143
Waterloo, Iowa 50704

**Estimated Cost

Therapy Kit 15.00
Speech and Language Materials, Inc.
P. O. Box 721
Tulsa, Oklahoma 74101
This kit includes a custom made felt board, chart pockets, mirror, and carrying pouch.

Tongue Blades 3.00
Go-Mo Products, Inc.
1441 Headford Avenue, P. O. Box 143
Waterloo, Iowa 50704
Order #81-710 W 500 per unit, individually wrapped.

Better Speech and Better Reading by Lucille D. Schoolfield 4.00
Go-Mo Products, Inc.
1441 Headford Avenue, P. O. Box 143
Waterloo, Iowa 50704
or
Expression Company Publishers
P. O. Box 11
Magnolia, Massachusetts 01930

Speech Improvement Cards by Bryngelson & Glaspey 6.80
Scott, Foresman and Company
Dallas, Texas

Speech Improvement Work and Practice Book by Grace McCullough 2.50
Grades 6-10
Expression Company Publishers
P. O. Box 11
Magnolia, Massachusetts 01930

The Correction of Defective Consonant Sounds by Elizabeth Nemoy and Serena Davis 5.00
Expression Company Publishers
P. O. Box 11
Magnolia, Massachusetts 01930

Better Speech Can Be Fun by Philip Goldberg 4.50
"r" booklet $.90
"g" booklet .90
"th"booklet
"f" booklet
"l" booklet
Expression Company Publishers
P. O. Box 11
Magnolia, Massachusetts 01930

Recording Tape 5" reel, 900' tape $3.00 each 15.00
Sony/Superscope, Inc.
8150 Vineland Avenue
Sun Valley, California 91352

Old MacDonald Had a Farm (Little Golden Records, Rockfeller Center, New York, Simon & Schuster.

The Choo Choo Train (A Little Golden Record).

This record contains a story about a train and the sounds that it makes.

Tootle (Little Golden Record)

This record contains a story about Tottle, the train, and the sounds that he makes.

COMMERCIAL GAMES

Fruit Lotto (New York, Ed-U-Cards Company).

Farm Lotto (New York, Ed-u-Cards Company).

Zoo Lotto (New York, Ed-u-Cards Company).

Object Lotto (New York, Sam, Gabriel Sons and Company).

Timmy Time---The Color Wheel Clock (St. Paul Minnesota, Sifo Company).

Kentucky Derby Racing Game (Racing, Wisconsin, Whitman Publishing Company.)

Fun Cards (New York, Parker Brothers, Inc.)

Picture Dominoes (New York, Ed-u-Cards Company)

Peanut, the Elephant (New York, Parker Brothers, Inc.)

Playskool Postal Station (Chicago, Playskool Manufacturing Company)

These games may be used as motivators for speech. Every time the child discriminates or says a sound or a word correctly, he may place or move a card, a block, etc.

APPENDIX III - MATERIALS AND INFORMATION FOR PARENTS

THE PARENT'S ROLE IN LANGUAGE DEVELOPMENT

The Day's Events:

In addition to a bed-time story, recounting the day's events is a good bed-time story, recounting the day's events is a good bedtime activity. The child should be encouraged to relate *simply* what he did that day: what time he got up, what he ate for breakfast, what he did before bedtime, what television programs he watched, what he did in school.

Learning to be comfortable with words is *most* important - not how much or how complex. One and two word responses are acceptable. A minimum of pressure and prompting should accompany the activity.

Sorting and Grouping Things:

Classifying and catagorizing objects, people, and events in the world around him is one of the most important tasks a parent can teach their child. A parent might start with gross classifications first, sorting the laundry in front of the child in piles labeled "colored things" and "white things". The "game" could later be expanded to sorting "pants - these are pants. Put all the pants together." Or...."Towels. Put the red towel with the red washcloth." etc.. The parent should ask questions such as "Where should we put this?" or "What do you call things like this?"

Filling - In Sentences

By filling-in important interlocking words in a sentence the parent tells the child he is listening and is searching for meaning in the beginning speech efforts of his offspring. If a child says "daddy coat" a parent response would be "oh yes that is daddy's coat." Be extremely sensative to a child's reaction to this. If unaccepted - try a third filled-in sentence, such as "oh yes, daddy's coat there means he's home - does that make you happy to see my coat there?"Ect. When the child seems ready he can be asked to repeat back the sentence by saying "now tell me the whole thing."

Sentence Reconstruction

A somewhat more difficult undertaking,geared to the normally speaking child by the fourth or fifth year, involves the reconstruction of sentences. The child must select the "key" or important words of a complex sentence structure. When told "he comes daddy, home from work," the child would be asked to "tell me what I said."

Scrapbooks and Collections

The parent can encourage the child to classify and name, labeling the componants (stamps, coins, match book covers, photos, pictures of dogs, cats, etc.)

SUGGESTIONS FOR HELPING YOUR CHILD AT HOME

An important first step is to become aware yourself of the sounds the letters make. It is these sounds we teach the child to make, not the names of the letters of the alphabet. For example, the word "come" begins with the letter "c" but its sound in this word is that of "k", "o" becomes "ah", "m" is "m" not "em", and the "e" is completely silent. It is very confusing to be sure, and explains why foreigners have so much difficulty trying to speak our language by the way it is spelled.

The following is a brief description of the way a child is taught "sounds". He must first be trained to listen for sounds, and then for his "special" sound--the first one he will learn.

1. Sounds are first isoleted. The child is shown that there are many sounds in our language, that they are all diffe-ent in some way, and that our words are a sequence of sounds and rightly so since we all learn speech through "word" units. The sounds are given names to help the child talk about them.

2. The "special" sound is then given identity by talking about the seeing, hearing and feeling aspects of the sound. The "f" or Angry Cat sound, for example, is identified by: (a) the upper teeth being on the lower lip, (b) the lack of voice as it is said, and (c) the air that is used saying it.To make this easier for some of the children we talk about a "good Speech House" that has red doors (lips), white doors (teeth), a motor (the child can feel his motor by putting his hand on his throat and saying "ah"), and Mr. Tongue who lives in the house.

3. The child is then stimulated with the special sound. He hears the sound in all possible ways it can be said, i.e., long, short, loud, quiet. We want him to have the correct production of the sound to literally "ring" in his ears. The child then listens for the "special sound" when it is said with other sounds. We also want him to hear it in words (the sound is prolonged in the word), and then as the words make up stories or rhymes.

4. He then learns to discriminate or to tell the difference between the other

(substituted sound) and the "special sound". Direct comparisons are made between the two sounds, their differing characteristics being printed out, and he is asked to distinguish between them in isolation and in words. Lastly, the therapist imitates the child's error in words, and the child is asked to tell the therapist when he hears a mistake.

Armed with this new "listening" ability, the child is now ready to begin the actual use of the sound.

5. Saying the Sound for the first time: if the child's listening training has been good, he will more than likely be able to say his "special" sound the first time he is asked. When it is not successful on the first attempt, the characteristics of the sound are reviewed and he tries again. A mirror is almost always used.

6. He then plays with the new sound, and gets used to the way it sounds and what he does in saying it. He is encouraged to make it long, short, quiet, and loud.

7. The sound is thus strenghtened by playing with it, it is then added to other sounds (not words)--we call them nonsense syllables. It aids in making a smooth transition to the correct use in words. It is put in front of, in back of, or in between other sounds during the practice.

8. The sound is then put into words. This is ordinarily achieved without too much difficulty. At this point it is important to the child to point out his progress by keeping track of all the words he can say. Most children needed to be motivated at this point since just practicing words can become very dull and routine. During this step the child will occasionally retain the old sould, e.g., v- -b- - ase, instead of vase, the "b" being the old sould. A signal device can be used to overcome this and is explained to the child as follows: "You say the first sound, your special sound, and then add the rest of the word when I snap my fingers." Ordinarily, this will happen so fast that the child will not have an opportunity to include the old sound. Usually we start with words that have his new sound in the front, then so to the back, and finally when the sound is in the middle of the word.

   After some success in using the new sound in words in all three places, an attempt should be made to carry over this improvement into sentences and conversational speech.

9. Use the new word in short sentences or patterns (see attached list). The practice material should be of such a nature that he might use the sentences or patterns during the day in his activities. If the child is reading and writing, quite a bit of this carryover work can be done through reading out-loud, or writing sentences and reading them out-loud. Story telling is also a good exercise.

The speech session with your child should be structured not as work, but as fun. For example: "If you're real quiet until I've finished washing the dishes, maybe we'll have time to play some speech games." Children enjoy playing any game with adults. If you are careful with the way you present it to your child, he may untimately beg you to play over and over again. The speech game becomes finally a kind of reward which he enjoys--not merely a tiresome practice period. Other suggestions that might be of value are as follows:

1. Select a time when your child is normally relaxed and when there is the least amount of confusion at home.

2. Work with him on his speech no longer than ten minutes; however, some children are more interested and may want to work longer. One-half hour should be the maximum.

3. Work with him everday at the same time and the same place as much as possible. It is the consistency rather than the length of time that is important.

4. Make sure it is understood that the games played are speech games and if possible, use these games for speech work only in order to make them something special.

5. When working on a sound, disregard any other sound error that he may make unless he has mastered that sound and is using it rather consistently.

6. Expect the use of the sound only during speech period but if the use of the sound in words fits into an activity he is interested in, encourage him to use it.

7. During his daily activities rather than reminding him of the sound, you might repeat what he has said emphasizing the use of the sound, but not requiring him to use it if it is a new sound.

8. When the child is ready or feels ready to use his new sound in words before persons other than members of the immediate family, he or she will do it himself with no urging to perform.

9. Give praise for good speech whenever possible.

DO'S AND DON'TS FOR SPEECH

Once the child has learned to speak a word correctly he must be helped to remember not to be careless. Yet, since we must be careful not to make him resent or hate his speech word, this reminding must never approach nagging. He must never be penalized unpleasantly. Occasionally a good-humored but vivid remark may help. Praise success and ignore error except in certain "good speech" situations such as a certain time of day. In these specific good speech periods, insist upon the correct speaking of each word he has mastered. Finally, tell everyone how well he is talking, using praise and appreciation in his presence.

The child who is able to recognize his individual speech sould can learn to correct himself. Parents must learn to accept this concept. Many parents feel that they must do the correcting, that the little child is incapable of the task. No greater fallacy has ever produced so much difficulty. The wrong methods used by the parent can do much harm. Some don'ts to remember: don't interrupt within a sentence; don't penalize; don't correct sporadically rather than consistently; don't correct on the whole word rather than on the sound that is being mispronounced. The child of three, four or five can easily learn to correct himself if the parents adopt a consistent policy of helping him to do so. First, they should confine their correction to those sounds that he should be expected to master at his age. For example, a parent shouldn't try to get the child strawberry before he can even say the /s/ or /r/ sounds. The blends (combination of two sounds of two sounds, such as gr, tr, for instance) should never be subjected to correction in the preschool years. In general, we may say that the first sounds to be mastered are those that involve a few large and coarse movements rather than small and delicate movements; those that are easily seen rather than those whose movements are made in the back of the mouth.

It is also important to know that only one could be subjected to parental attention at one time. Thus, for several weeks only the /k/ sound, for example, should be the vehicle for teaching the child to correct his speech. Then the /f/ sound, if it is incorrectly produced, maybe worked upon. This concentration of effort on one sound at a time will do wonders to unravel the confusion which the average parental correction creates in the mind of the child.

NEEDS ASSESMENT PROFILE

PLEASE FILL OUT AND RETURN:

parent's Name: ____________________________________

Please contact me by:

_____calling this number ______________________ at __________
(phone number) (best time)

_____sending notes home

I am interested in......

_____getting regular reports about my child's speech improvment.

_____getting regular reports about my child's behavior in the speech room.

_____both

I would like to know more about......

_____speech problems in general
_____language problems in general
_____hearing problems in general
_____how to help my child at home
_____how to communicate better with my child
_____how to take part in developing my child's Individual Education Program (IEP)
_____how I can help my child within the speech setting
_____other: ____

____

I would like to participate more by ....

_____getting extra worksheets to help my child at home
_____having regular conferences
_____getting together with other parents whose children have the same speech or language problem as my child
_____coming to a speech or language workshop
_____helping to make classroom materials
_____helping in the classroom
_____other: ____

____

My biggest concern for my child this year in speech is: _________

____

____

Thank you for taking the time to fill this out. It helps me to help you!

Your Child's Speech Profile

Name: ______________________________

Homeroom Teacher: __________________

Beginning Date of Speech Program:

____

Articulation Error(s): ____

____

Language Error(s): ____

____

Other: ____

The Sound Your Child Should Practice in isolation is: ______________

He or She makes it in this mannor: ______________________________________

____

The Non-sense Syllable Drill your child should practice is:

ae	ae	ae	ae
ee	ee	ee	ee
ie	ie	ie	ie
oe	oe	oe	oe
ue	ue	ue	ue

Each practice session should be ___ minutes long for the next month.

Your child should practice _____ day(s) a week for the next month.

Remember: Language can be practiced at any time, especially if you make it enjoyable to talk!

Be sure to watch your child to see if they have the correct position.

Sometimes your child makes an error in ______________________________

____

Don't forget to keep track of his/her progress in the speech sessions. Jot a note down on anything and bring it to the meeting.

"PLAN FOR A HOME PROGRAM"

Take this outline to your next meeting for your child's Individual Education Program(IEP) and have the committee give suggestions for how you can work on the objectives at home.

I. IDENTIFICATION

Child's name ______________________________

Child's age ______________________________

Today's date ____________

II. A STATEMENT OF YOUR CHILD"S PRESENT PERFORMANCE.......

List three things your child does well at home(strengths)

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

List three things your child cannot do well at home(weaknesses)

1. ______________________________

2. ______________________________

3. ______________________________

III. A STATEMENT OF GOALS FOR YOUR CHILD........

Write two goals you have for your child at home based on his/her present speech or language problems.

1. 2.

IV. HOW WILL YOU ACHIEVE THIS GOAL?

1. 2.

59

POINTERS FOR PARENTS

1. Have work periods at specific times so the child knows that now is the time for tasks.

2. Work periods should be short, at first 10 to 15 minutes long. As the child's interests and attitudes increase and as you gain more control of the situation and have confidence in your ability as teacher, increase the time for work.

3. During work periods, be objective and impersonal as a teacher, then go back to being a mother or father the rest of the day.

4. Tasks should be followed through until completed and performed exactly the way you ask.

5. Remain in control of the situation.

   A. Remember, you structure the tasks and give directions.
   B. Remain on task. The child may try anything to avoid a task such as acting silly, talking, giggling, acting bored, developing aches and pains, and making changes. Ignore off-task behavior and work through them or stop the behaviors completly.
   C. When a child throws a tantrum, tell him/her to go ahead and "blow his top" but that the task will be there waiting for him to perform when he's through.

6. Be firm--speak slowly, firmly, clearly but be gentle.

7. Your voice should be authoritative. polite. Develop confidence in yourself and your child. Your voice, manner can carry this confidence to your child during your work periods.

8. Make directions short, simple and related to the task.

9. Avoid giving the child a choice unless you are going to do what he chooses.

   A. Say, "Do this now" not, "Come now, shall we do this?"
   B. If you give the child a choice between two tasks, make sure your task is more desireable.
   C. Avoid threats or promises. A child may have little, if any, idea of time; a threat or promise implies that events will happen at a later time or date.

10. After you give a direction, wait until the child has had time to think it through.

11. Repeat a direction only after time to think it through has been given.

12. If you feel that the child is ready but seems unable to perform the action,ask, "how?"

13. If the task is too difficult, change it to another task, then come back to it. If the child, after several attempts, still doesn't get the task, try a simpler approach.

14. Add some body contact. Place the child bodily into the task or steady his hand.

15. Make sure the child's working area is comfortable--table and chair at his height, feet on floor.

16. The child must be on the chair for the work period; leaving the table would mean the child is avoiding his task.

17. Anticipate the child's moves before he makes them.

18. Make eye contact with the child and draw the child to the task.

19. Use "no" as little as possible; not unless you intend to carry through and see that the child obeys.

20. Drill---but not too long.
    A. The first performance is important. Repeat a task 2 or 3 times at the most and if you repeat the activity, do it 1 time--leave the activity---go to another and return to it.
    B. Add variations.

21. Only one parent should work with the child at a given time unless another pair of hands are needed, The directions should be given by only one parent.

"REINFORCER MENU"

Most of the following are things you are probably doing already with your children at home. So many times we have so much to do that it is very easy to overlook these simple things that only take a second or two to do. I admit, some take more....but once you see the difference it makes in your child's attitude towards himself, you, and others, it will well be worth it!

Words of Praise:

"good work"
"super"
"dynamite"
"nice job"
other__________

Nearness:

taking a walk together
talking and listening to each other
playing games together
sitting next to one another
other____________________________

Expression:

a smile
a nod
laughing
a look of pride
other___________

Activities:

playing a game
going shopping
watching T.V.
going out to eat
car ride
being allowed to go first
reading or being read to
listening to records
running errands
other___________________

Physical Contact:

a hug
a kiss
a pat on the back
ruffling the hair
other____________

Please try to do at least one from each catagory each week. We find that these "reinforcers" , when given in a steady diet, become habit forming.

LANGUAGE ACTIVITIES

Allow the child to record his voice on a tape recoder(if possible).Then play it back to him.

Encourage the child to give informal speeches such as "How I Care For My Dog"

Role-play telephone conversations with your child.

Play word games such as "I am thinking of a word that sounds like..."

Read poems to the child and make sure he is aware of the rhyming words in it.

Allow the child to give directions or instructions to others.

Use puppets to encourage speaking. Simple puppets can be made from socks, paper bags, or simply drawn on your hand.

Require the child to answer in complete sentences!

Have the child complete a sentence which you begin.

Give the child a list of words and have them develop a story using the list

Give the child various pictures, and have them relate what they see.

Have the child relate past experiences, such as how he helped when he worked in tobacco, when he went to the city, etc.

Have the child make -up words to comic strips

Begin a story and have each member of the family add to it.

Give the child a comic strip that has been cut apart and have them put it in the right sequence.

Have the child tell you about a recent television show he/she has seen and have them relate the events.

Encourage discussions of what went on in school that day.

Play a game of charades with the family

Hold tall tales contests

Encourage the chil and his playmates to make up a "show" or play. It could be on any given subject, such as Christmas, a new toy, the first day of school, etc.

Teach the child some popular songs, or some old standards, such as"Row, Row Row Your Boat", etc. Make a microphone out of anything handy, and let them pretend they are on stage.

If the child is to young to read, let them go through a book with you and "read" you the pictures.

Let your child be the mommy or daddy for an hour. It may tell you a lot!

RESOURCE CENTERS

Parent Education Project
Computer and Systems Science Building
University of Louisville
Louisville, Kentucky 40208

Phone: 1-502-588-6426

Community Coordinated Child Care
1355 South Third Street
Louisville, Kentucky 40208'

Phone: 1-502-636-1358

Department of Education Media Center
Jouett Hall, Room 200
University of Louisville
Louisville, Kentucky 40208

Phone: 1-502-588-6437

BOOKS, GAMES, AND RECREATIONAL ACTIVITIES FOR PARENTS AND CHILDREN

Ault, Roz, Kids Are Natural Cooks. Houghton-Mifflin Co., Boston, 1974. Creative, original, and delicious child-tested recipies for home and school using natural foods.

Beckett, Geoffrey, and Elizabeth MacGregor. Leisuretime Series: Amusing the Children: A Parents Guide to Keeping Youngsters Occupied. Sampson Low, 1975. A book full of unique projects, with excellent drawings and step-by step directions, designed to involve parents and children together in a wide range of activities.

Buist, Charlotte, R.N., and Schulman, Jerome, M.D. Toys and Games for Educationally Handicapped Children. C.E. Thomas, Springfield, 1969. Classifies hundreds of commercially available toys and games according to general age level of interest, sex interest, and intellectual skills required or to be developed.

Caney, Steven, Play Book. Workman Publishing Co., New York, 1975. Quiet and competitive games, play projects, toys to make, magic tricks, constructions, etc., for children ages 3 years and older and their parents.

Caney , Steve. Toy Book. Workman Publishing Co., New York City, 1972. A delightful book for parents and children about how to make toys

from everyday objects found in the kitchen and yard. The toys are designed for a wide age range, and are indexed to aid in matching a given toy with an appropriate age level.

Carlson, Bernice. Listen! And Help Tell The Story. Abington Press, 1965. Verses, poems, and stories which invite a child's response and participation.

Carlson, Bernice, and David Ginglend. Play Activities for the Retarded Child Abington Press, New York, 1961. Not limited to the retarded child, this book is packed with ideas for the parent to help a child grow and learn thru music, games, handicrafts, and other play activities.

Cole. Ann, and Carolyn Hass, Faith Bushnell, and Betty Weinberger. I Saw a Purple Cow and 100 Other Recipies for Learning. Little, Brown, and Company, 1972. Early Learning Curriculum for the home, including the topics of creating, pretending, exploring, music and rythm, parties, and learning games using "throwaway" household items and easily followed step-by-step recipes.

Ferreita, Nancy. The Mother-Child Cook Book. Pacific Coast Publishing, California, 1969 Comprehensive and healthful food and cooking experiences to use with young children(pre-school and primary level).

Ferrett, Fred., *The Great American Book of Sidewalk, Stoop, Dirt, Curb, and Alley Games*. Workman Publishing Co., New York, 1975. Time-honored games played by children on sidewalks and corners for years include jumprope games, hopscotch instructions, marbles, etc.

Lewis, Shari, *Fun With The Kids*. MacFadden Publishing, 1964. This book is packed with rainy-day ideas, projects for long summer days, ways to entertain invalid children, birthday party ideas, toys, games, decorations- ideas for all ages.

Lorton, Mary, *Workjobs*. Addison-Wesley Publishing, 1972. Activity-centered learning"jobs" for early skill development in language, reading, and mathematics.

Millen, Nina. *Children's Games from Many Lands*. Friendship Press, New York, 1965. Group games gathered from around the world for children's enjoyment, information, and education.

Sattler, Helen, *Recipes for Art and Craft Materials*. Lothrop, Lee, and Shepard Co., New York, 1973. Extensive collection of recipes for pastes, inks, modeling compounds, paints, paper-mache, and other art materials, using kitchen and other easily-obtainable ingredients.

Shakesby, Paul, *Child's Work- A Learning Guide To Joyful Play*. Running Press, Philadelphia, 1974. A book about hommade toys for early childhood which are educational as well as being enjoyable. This book contains suggestions to parents on being meaningfully involved in their child's learning endeavors.

Stein, Sara, *The Kids Kitchen Takeover*. Workman Publishing Co., 1975. 120 things to cook, make grow, and do in and around the kitchen, for ages 5-12. Includes a letter to parents on giving children freedom to create.

Steiner, V., and Roberta Pond. *Finger Play Fun*. Charles Merrill Publishing Co., 1970. Collection of old and new finger plays especially designed to help children's language development.

Stubis, Patricia, and Taliradis. *Sandwichery, Recipes, Riddles, and Funny Facts About Food*. Parents Magazine Press, New York, 1975. Cookbook with unusual sandwich recipes, ridiculous riddles, and little known' food facts, readable by children, enjoyable for parents.

Sunset Book Editors. *Children's Crafts*. Love Publishing Company, 1977. Creative ideas for activities using paper cloth, stichery, natural things from outdoors, and kitchen ingredients, packed into a book illustrated throught with color photographs. Ideas for ages 5-12.

Wagner, Gilloley, Roth, and Cesinger. *Games and Activities for Early Childhood Education*. Teachers Publishing Co., New York, 1971. Games and activities to be used by teachers and parents with young children, including stories, dramatic play, music, art, number concepts, reading readiness, and science.

Winn, Marie, and Porcher, Mary Ann. *The Playgroup Book*. Penguin Books, Maryland, 1969. Ideas for planning and running group activities for young children, with complete details on indoor and outdoor projects and an excellent section on art, science, music, and building activities.

SUGGESTIONS FOR PARENTS WORKING WITH CHILDREN WHO HAVE ARTICULATION PROBLEMS

1. Set aside a regular time of day to work with the child. Unually a session of ten or fifteen minutes is enough.

2. Avoid nagging. A few minutes of well directed practice during the regular lesson period is better than interrupting the child for correction throughout the day.

3. Work with the child in a natural relaxed way, and make the activity a game. Do not let it become a drill. He will learn more easily and remember the sounds better if the speech practice is fun..

4. One of the most helpful things you as a parent can do is called paraphrasing. Immediately after the child mispronounces a word, say that word over correctly. An example: Child - "Did you thee that bud?" Parent - "Yes, I did see that bir d." Exaggerate the sound he missed as you say it.

5. Do not be tempted to skip over the basic steps. Follow the order set up in the lesson. Begin with listening, production in isolation, then in nonsense syllables, and finally in words.

6. Remember that repeating the sound correctly one time is not enough to insure its being used correctly in daily speech. Give the child plenty of practice in each of the basic steps to "strenghten" the sound.

7. Identify the sound by its animal name, for example, "The sheep sound" (B) or the "Flat tire sould" (S).

8. Identify the sound by the way it is used in speech, for example, the RRRR sound. Do not refer to it by its alphabet name. "ARE" is the name of the letter "R", but RRRR is the sound as it appears in spoken words.

9. Take your time. Speech training requires many unhurried sessions.

10. Give him generous praise. Do not forget that kindly attention and your feeling of confidence in the child's ability will play a major role in helping him to learn.

APPENDIX IV

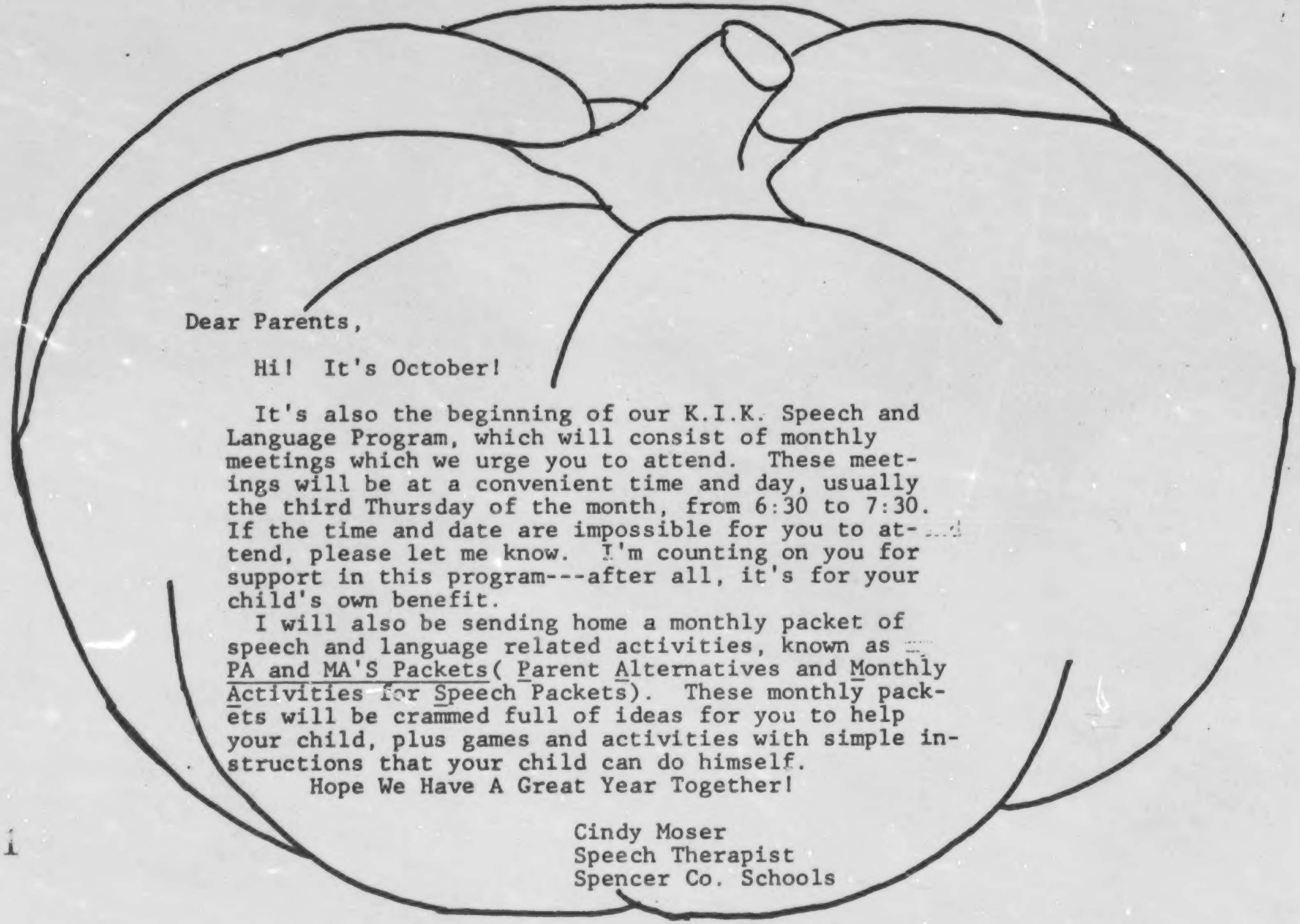
SAMPLE PACKETS FOR PARENTS

PA and MA'S Packet for October

October

PA and MA'S Packet for

November



Dear Parents,

Hi! It's October!

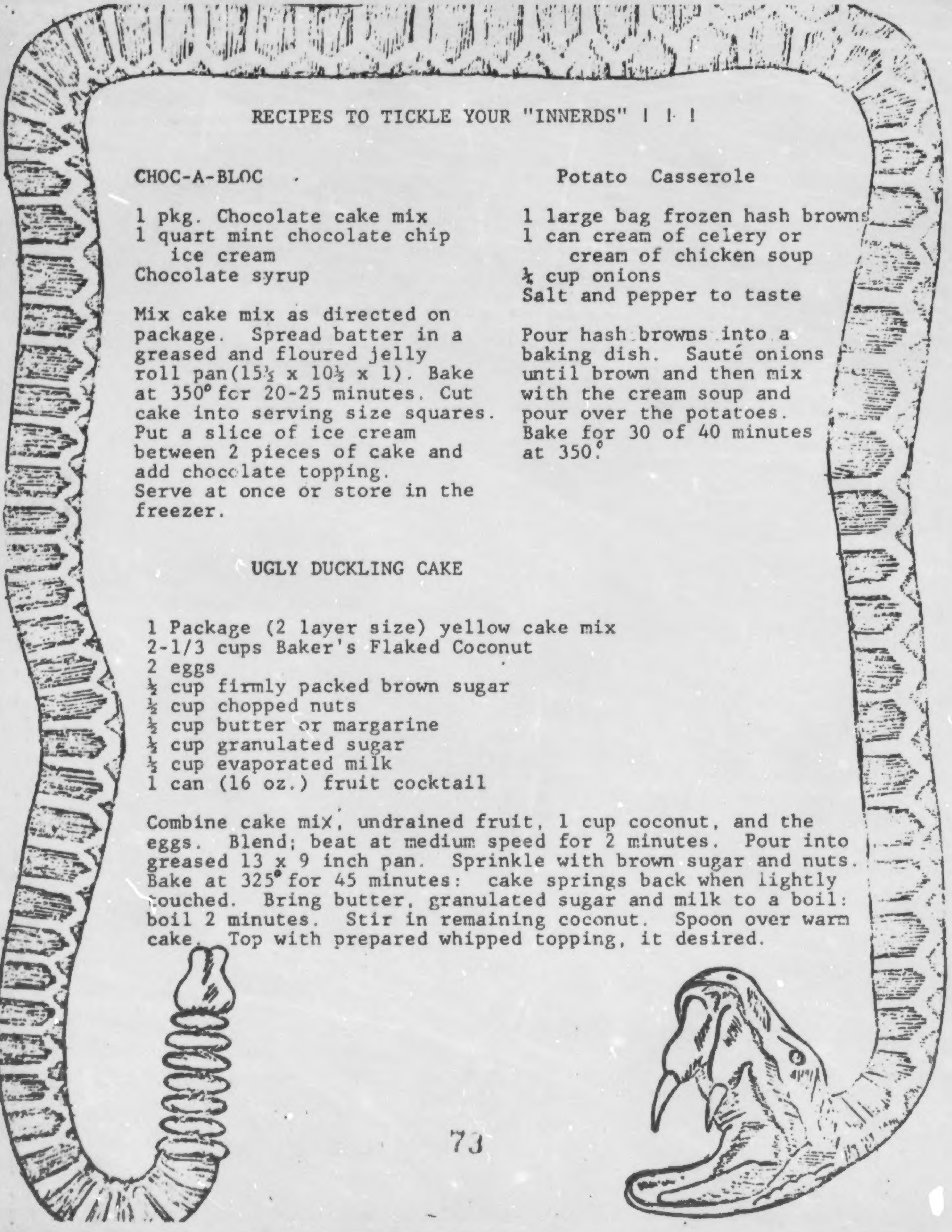
It's also the beginning of our K.I.K. Speech and Language Program, which will consist of monthly meetings which we urge you to attend. These meetings will be at a convenient time and day, usually the third Thursday of the month, from 6:30 to 7:30. If the time and date are impossible for you to attend, please let me know. I'm counting on you for support in this program---after all, it's for your child's own benefit.

I will also be sending home a monthly packet of speech and language related activities, known as PA and MA'S Packets(Parent Alternatives and Monthly Activities for Speech Packets). These monthly packets will be crammed full of ideas for you to help your child, plus games and activities with simple instructions that your child can do himself.

Hope We Have A Great Year Together!

Cindy Moser
Speech Therapist
Spencer Co. Schools

P.S. Don't forget our first meeting, Oct.23rd (The same night as the Fall Festival!) There will be a special door prize for the parent who has the winning number. Bring the enclosed ticket with you! The meeting will be in my Speech Room.



RECIPES TO TICKLE YOUR "INNERDS" ! ! !

CHOC-A-BLOC

1 pkg. Chocolate cake mix
1 quart mint chocolate chip
  ice cream
Chocolate syrup

Mix cake mix as directed on package. Spread batter in a greased and floured jelly roll pan(15½ x 10½ x 1). Bake at 350° for 20-25 minutes. Cut cake into serving size squares. Put a slice of ice cream between 2 pieces of cake and add chocolate topping. Serve at once or store in the freezer.

Potato Casserole

1 large bag frozen hash browns
1 can cream of celery or
  cream of chicken soup
¼ cup onions
Salt and pepper to taste

Pour hash browns into a baking dish. Sauté onions until brown and then mix with the cream soup and pour over the potatoes. Bake for 30 of 40 minutes at 350°.

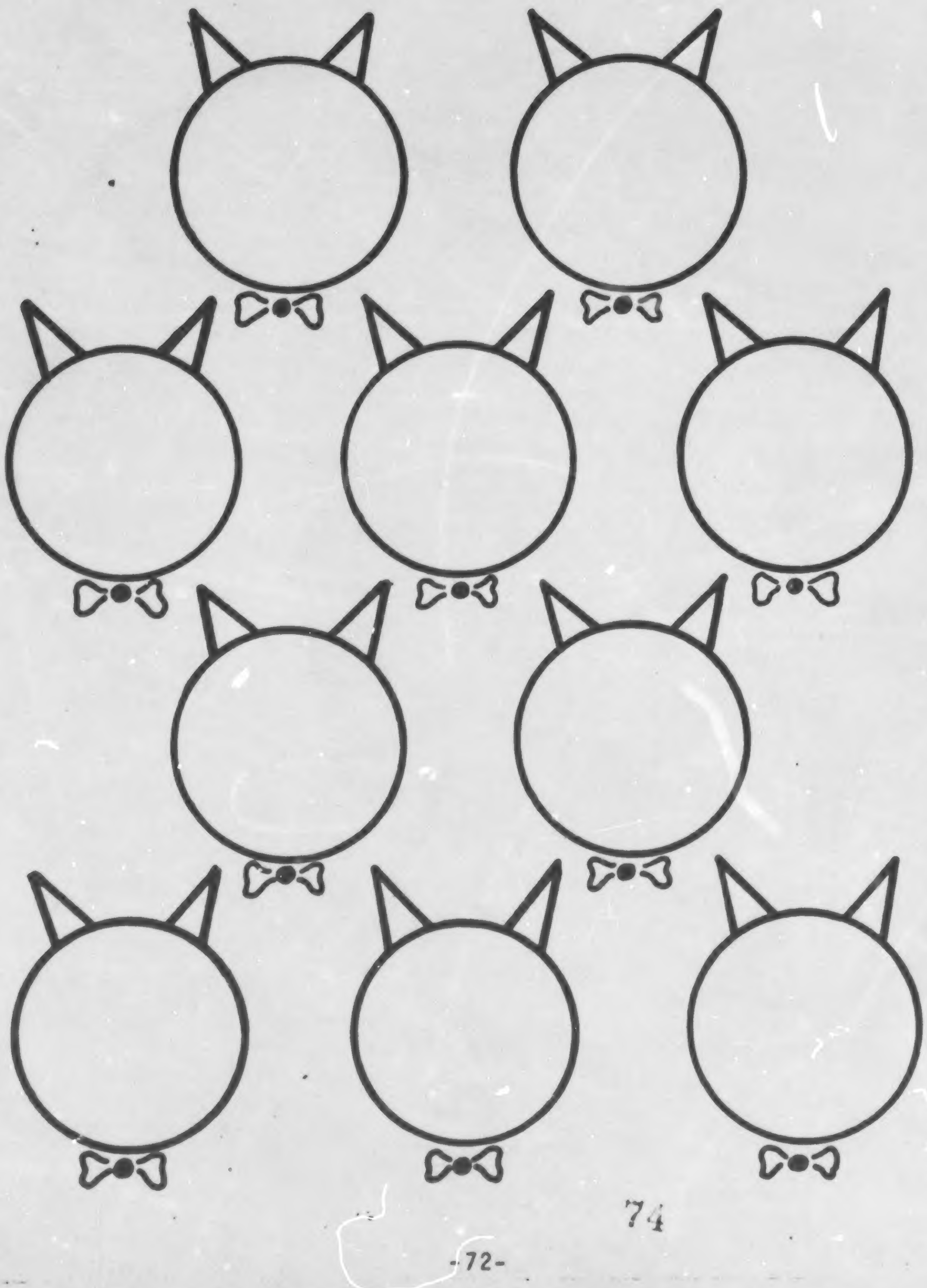
UGLY DUCKLING CAKE

1 Package (2 layer size) yellow cake mix
2-1/3 cups Baker's Flaked Coconut
2 eggs
½ cup firmly packed brown sugar
½ cup chopped nuts
½ cup butter or margarine
½ cup granulated sugar
½ cup evaporated milk
1 can (16 oz.) fruit cocktail

Combine cake mix, undrained fruit, 1 cup coconut, and the eggs. Blend; beat at medium speed for 2 minutes. Pour into greased 13 x 9 inch pan. Sprinkle with brown sugar and nuts. Bake at 325° for 45 minutes: cake springs back when lightly touched. Bring butter, granulated sugar and milk to a boil: boil 2 minutes. Stir in remaining coconut. Spoon over warm cake. Top with prepared whipped topping, it desired.

Halloween Black Cats

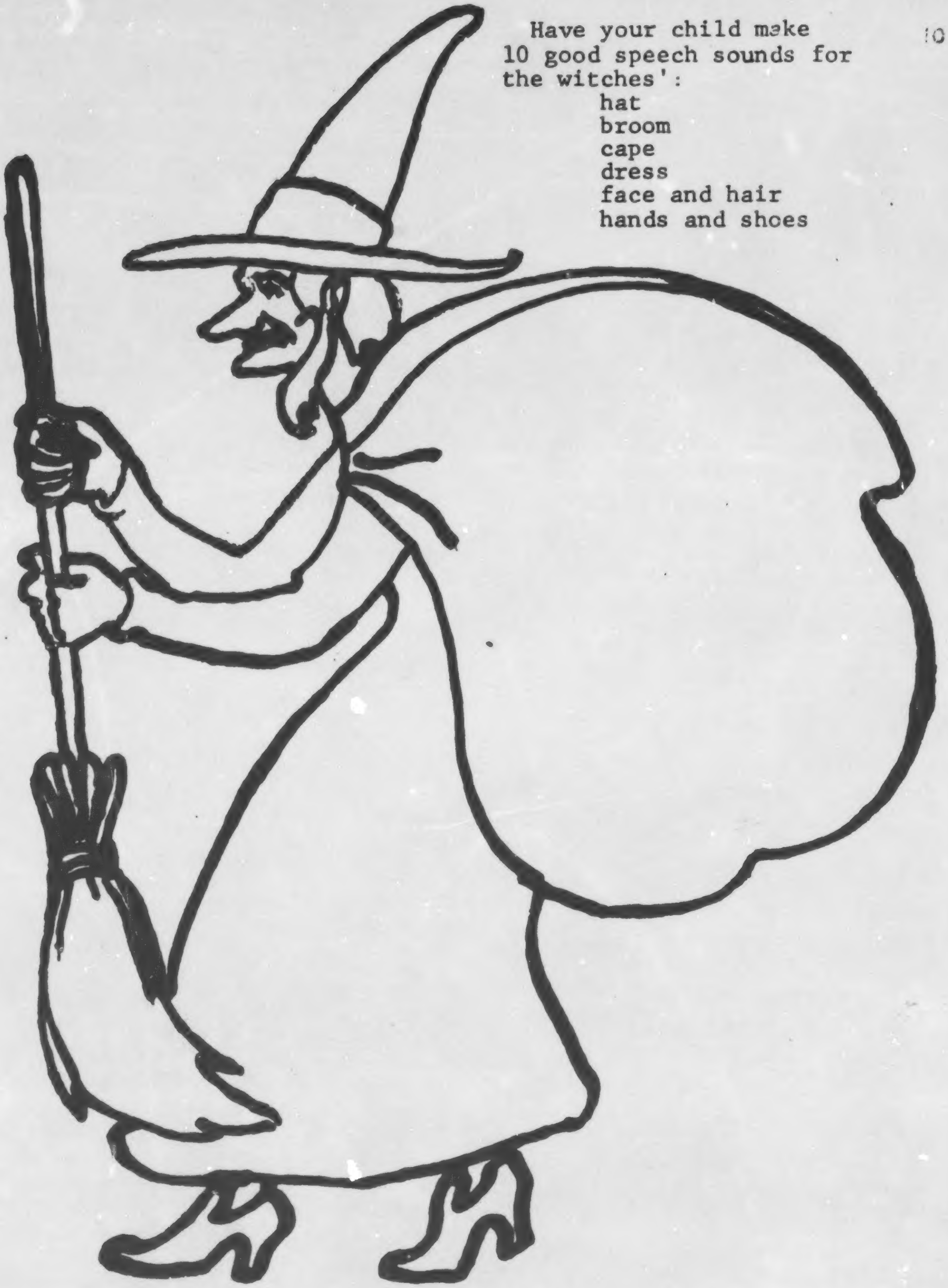
Have Your Child Make 10 Good
Sounds Before They Can Make A
Face On The Black Cats



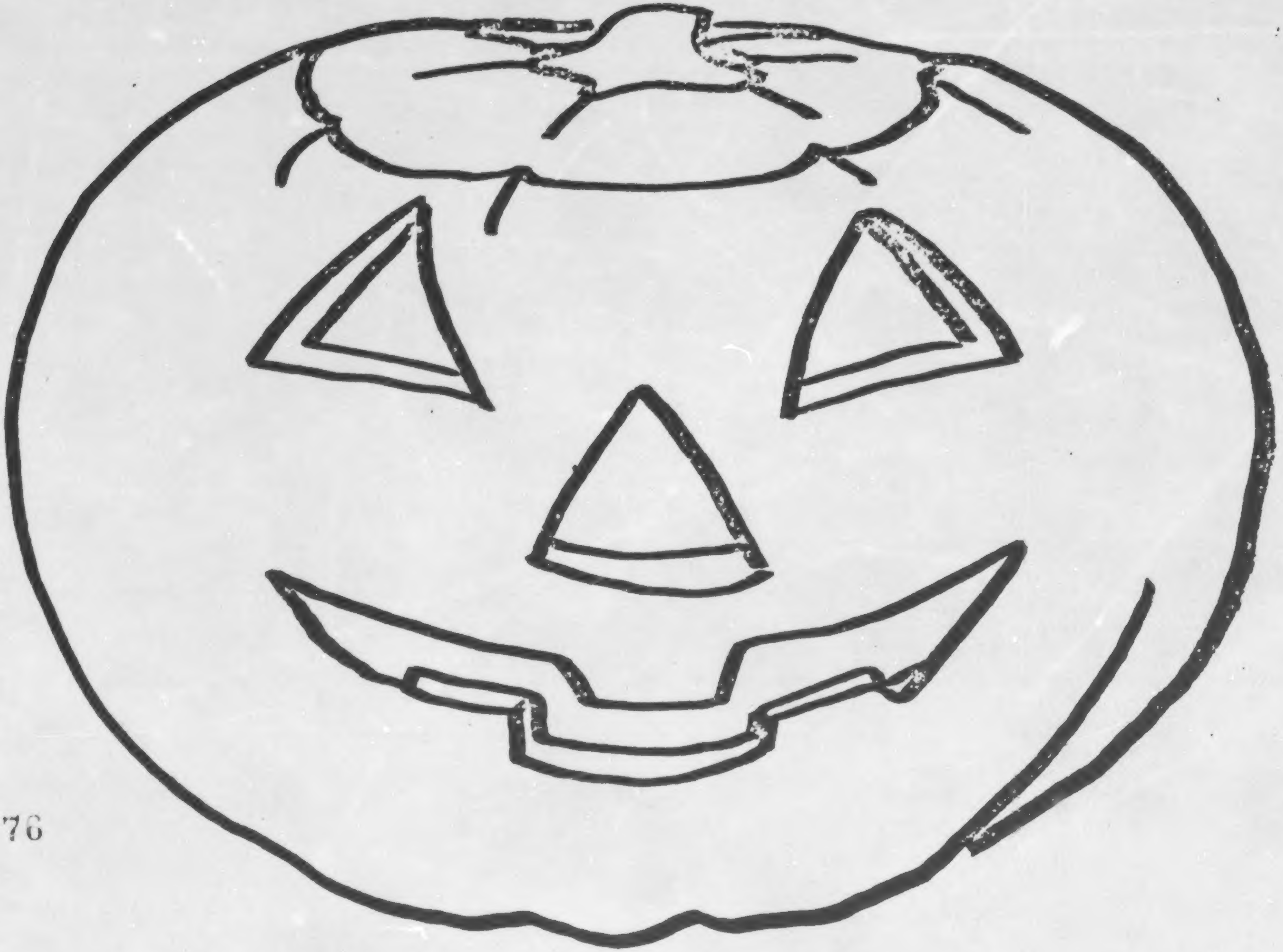
Have your child make 10 good speech sounds for the witches':

hat
broom
cape
dress
face and hair
hands and shoes

10



Have your child say his/her drill before they can color their pumpkin.



P.E.P. TALK

First edition Monthly Speech and Language Newsletter Nov.3, 1980

Table of contents

P.1- Headliners, Bits and pieces
P.2Newsworthy-Notes, Pointers from parents
P.3 Helpful Hints, Yummies for your Tummys'
P.4 Extra,Extra Kids Corner

S--HEADLINERS--HEADLINER

Hey Parents,

Our first speech parent meeting was a huge success! The parents who were able to attend enjoyed cookies, candy, and good times, plus, they were eligable to win a beautiful, handmade macrame basket with a plant. The basket was won by Mr. and Mrs. Paul Wyatt, parents of Hope Wyatt. The door prize was won by Mrs. Carolyn Hardin, mother of Susan Hardin. Mrs. Hardin won a cute, dancing Halloween "witch"that she can decorate her home with.

The meeting started at 6:30 and was over by 7:10. When the parents arrived, they were handed a packet of helpful hints for speech and language development. The ideas were simple and to the point and the parents seemed excited about them. After that Miss Moser passed out materials to make a portable felt board for home use. If you did not receive one at the meeting, one will be given to you with instructions for home usage.

Plans for next months meeting are already in the making. It will be at the same time, 6:30 to 7:00, with another session at 7:00 to 7:30. The reason for the two sessions are to divide you according to your needs. Your session starts at _________. The meeting will take place in the green building (which is located outside the elementary wing). It will hereafter be referred to as the Green House. The date of the meeting has not been agreed upon as of now, but I can tell you that it will be the second or third week in November on a Tues. or Thurs. More information and a reminder will be provided later. Hope to see you then!!!!

THANKSGIVING DAY

There's a smell of spicy sweetness
  From the kitchen door,
Rows of pumpkin pies are cooling,
  Doughnuts by the score;
Turkey roasting in the oven,
  Filled with dressing. Say!
Don't you feel the thrill of gladness
  On Thanksgiving Day?
-Effie Crawford

Bits and Pieces

Did you know you had a wealth of teaching materials right in your own home, and they are things that you have probably thrown away in the past? Well, hang on to those goodies! They might be just what you need to make Zany Zoo, Feely Meely, and a host of other learning games.

A shoebox with a lid or a Pringles potatoe chip can makes a great container for your materials. Baby food jars, filled with pennies in one, rice in another, beans (cont.)

in another, or any small object that would make noise when the lid was put on would make great"Sound Shakers". The idea is to fill two jars with the same amount of beans to make a matched set when you shake them. Then do the same with rice, pennies, popcorn, etc., until you have at least four matching pairs.If possible, cover the outside of the jars with contact paper so the child can't see the contents. then let them shake the jars and match up sounds.

A Zany Zoo can be made by cutting pictures of animals out of magazines and gluing them light-weight cardboard. Then cut the heads off. Let your child have fun matching the bodies with the heads.

Last, but not least, a Feely Meely box can be made by simply putting common objects in a paper bag or deep box and then letting the child reach in and guess what the different things are simply by feeling them. Some ideas for objects are; a spoon, a comb. a spool of thread, a sponge, an earring, a rock, a nickle, etc.

Newsworthy Notes

C.H. thought their little one wasn't learning their Alpha Sounds as they should. Try as they might, the child wouldn't sing the little "Munchy Mouth" song that went with letter M. One night before going to bed, a little soft voice was singing "My name is munchy mouth, I'm Mr. M...."over and over to her teddy bear.

Miss M. was feeling very low. Bills were piling in at home, and the work was piling up at school. One morning as she worked with one group of K.I.K. kids, little B.R. put his arm around her and said "I LOVE LOO!"

Pointers from Parents

Mrs. D.F. has a terrific way of letting "the splinter fairy" take care of getting splinters out of fingers with little or no tears. She tells her little ones that if she can get the splinter out, they can put it on their dresser in their room and the "Splinter Fairy" will come and take it while they are asleep. Then she will leave a nickle, or a piece of gum for them. Neat idea, huh?

Mrs. J.D. turns on a record player for clean-up time at their house. The five year old plays a sort of"musical mess". While the music is playing, they make their bed, pick up toys, hang up clothes, etc. When the music stops, everyone must "freeze" where they are. It makes a fun game out of cleaning up.

Mr. P.M. plays a sorting game with his little little boy who always wants to "help daddy". Mr.M. has little Joey sort nails according to length. He also has a great language idea...when he drives to town, he tells Joey to "direct" him--tell him where to turn, etc. That's a good way to learn left and right.

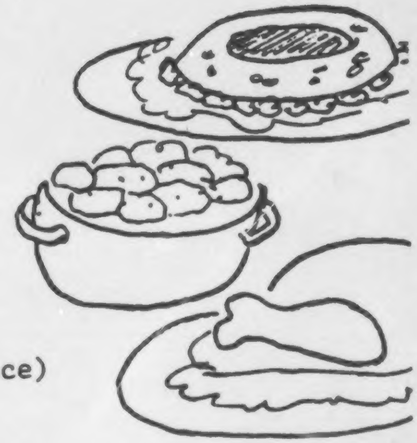
only
1½
months
Until
Christmas!

Yummies for your Tummy's

Southern Peach Yam Bake

½ c. packed brown sugar
3Tbs. flour
½ tsp. nutmeg
2Tbs. margarine
½c. chopped pecans
2(17-oz.)cans Yams drained
1(16-Oz.)can peach slices,drained
1½ cups miniature marshmallows

Combine sugar, flour and nutmeg; cut in margarine until mixture resembles coarse crumbs. Add nuts. Arrange yams and peaches in 1½ quart casserole; sprinkle with sugar mixture. Bake at 350 degrees, 35 minutes. Sprinkle with marshmallows. Broil until lightly browned. 6 servings.



Cranberry-Orange Jello Salad

1 box Rasberry Jello (lg. size)
2 c. hot water
1 jar Cranberry-orange relish(can use whole cranberry sauce)
1 small can crushed sweetned pineapple, drained
½ c. chopped pecans

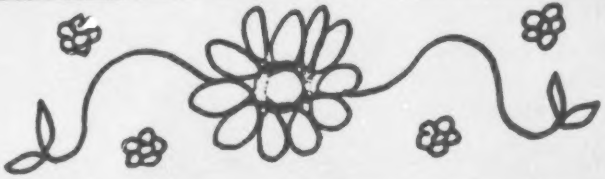
Dissolve jello in boiling water. Add cranberry orange relish, stir until dissolved. Add pineapple and nuts. Pour into mold. Let set until firm. Makes six servings.

Helpful Hints

In preparing for the holiday, it would be a great language experience for the child to do the following, which was probably something you would do anyway, right?

Let the child set the table for Thanksgiving dinner. Act out the story of the First Thanksgiving dinner (as you go along). Really ham it up! The kids will love it! Let them use pretend food, or use dry cereal to play with and pour out on the plates. It will be easy to clean up later.

Ask the child questions as you go along, such as, "What will we do if it rains?" or "What else can we eat besides turkey and dressing?"



Just Wanted To Say .....

In preparing for this Thanksgiving season, I sat down and thought of the many things Our Lord has blessed me with: good health, a good job, wonderful family, great friends, and a roof over my head.

But it is times like these that I take pleasure in remembering my wonderful children and the parents like you who make my job so much more meaningful. I thank God for the way He has blessed all of you with beautiful, healthy children who have so much to offer this tired old world of ours.

So to each of you and yours, have a peaceful Thanksgiving!

EXTRA - EXTRA

Reminders for our next meeting:

Please bring a note pad to write ideas down with. You will not need to bring anything else, except possibly the notes that you have made at home during your speech sessions.

Did you realize your child is getting double reinforcement of their speech sounds? Mrs. Jones and Mrs. Haliday are working with your child for 15 minutes, two days a week, plus the 15 minutes that you are working with them two days a week? That is fantastic! I work with your child 30 minutes, two days per week. If you add this all up, your child is getting 3 hours of speech a week! I wish all of my speech students were that lucky, but I have children who have told me they do not ever practice at home. These are the same students who have been in the program for over two years. Can you see how home practice is so important?

Are you all set up and"raring" to go? Do you have a spot picked out in your house that your child can call his study corner? Do you have a time set up that your child knows is his/her speech time? All of these things are so important to the development of good study and learning habits, and they help speed up the speech correction process.

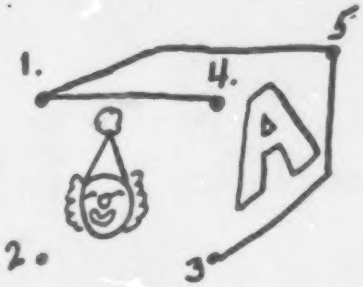
Do you get a chance to:

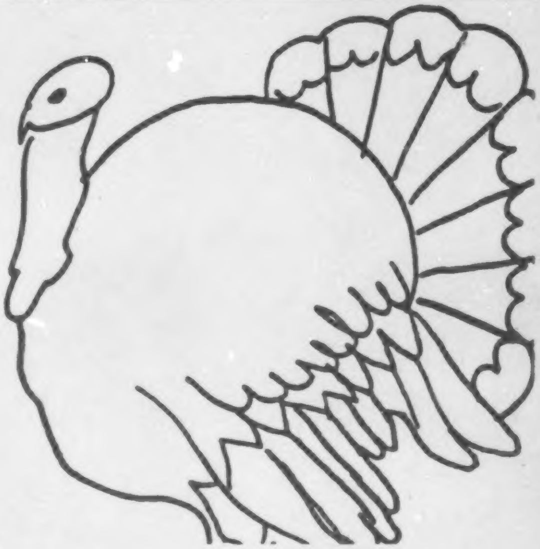
Go through magazines with your child to pick out speech pictures?
Praise your child for little efforts?
Give your child a job that you expect them to do every day?
Let your child have at least 15 minutes of speech practice per week?
Give your child at least 10 minutes of your undivided attention per day?
Hug your child and tell them you are proud of them?
Breathe?

Kid's Korner

Let your child enjoy this part of your newsletter.

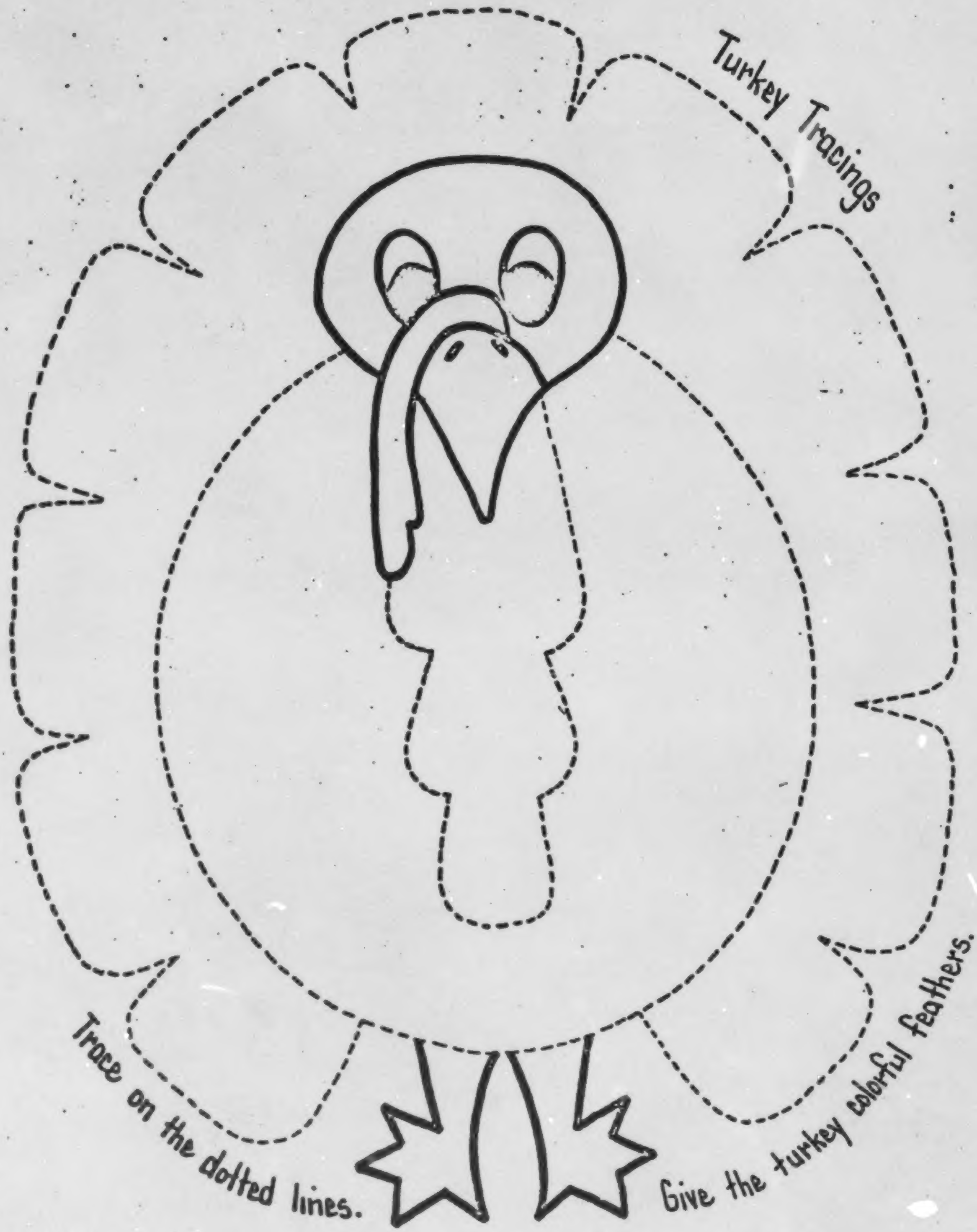
Connect the dots....





Color
the

Turkey Tracings



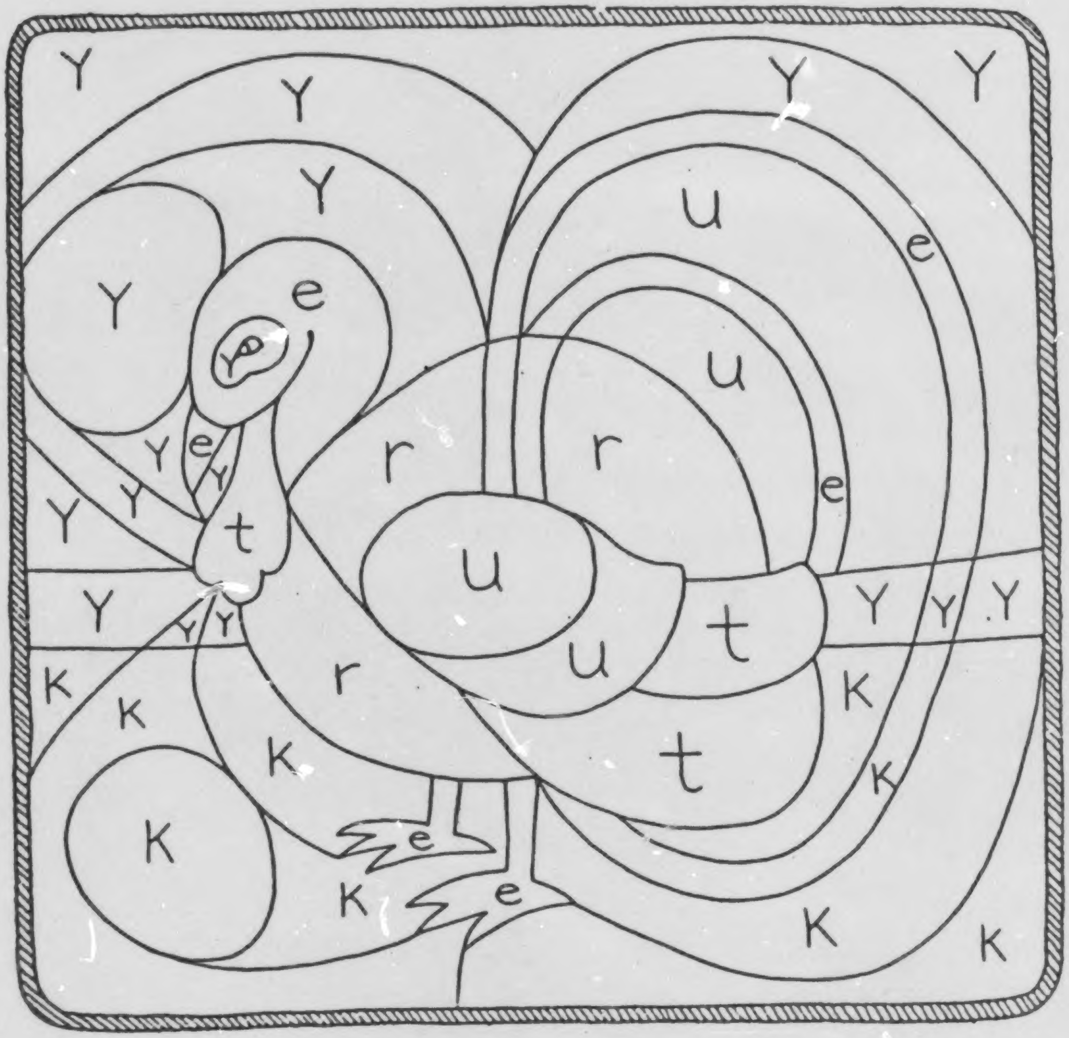
Trace on the dotted lines.

Give the turkey colorful feathers.

From Special Things for Special Days © 1980 by Goodyear Publishing Company, Inc.

SKILLS MASTER

FOR THE READERS OF *NEWS PILOT*

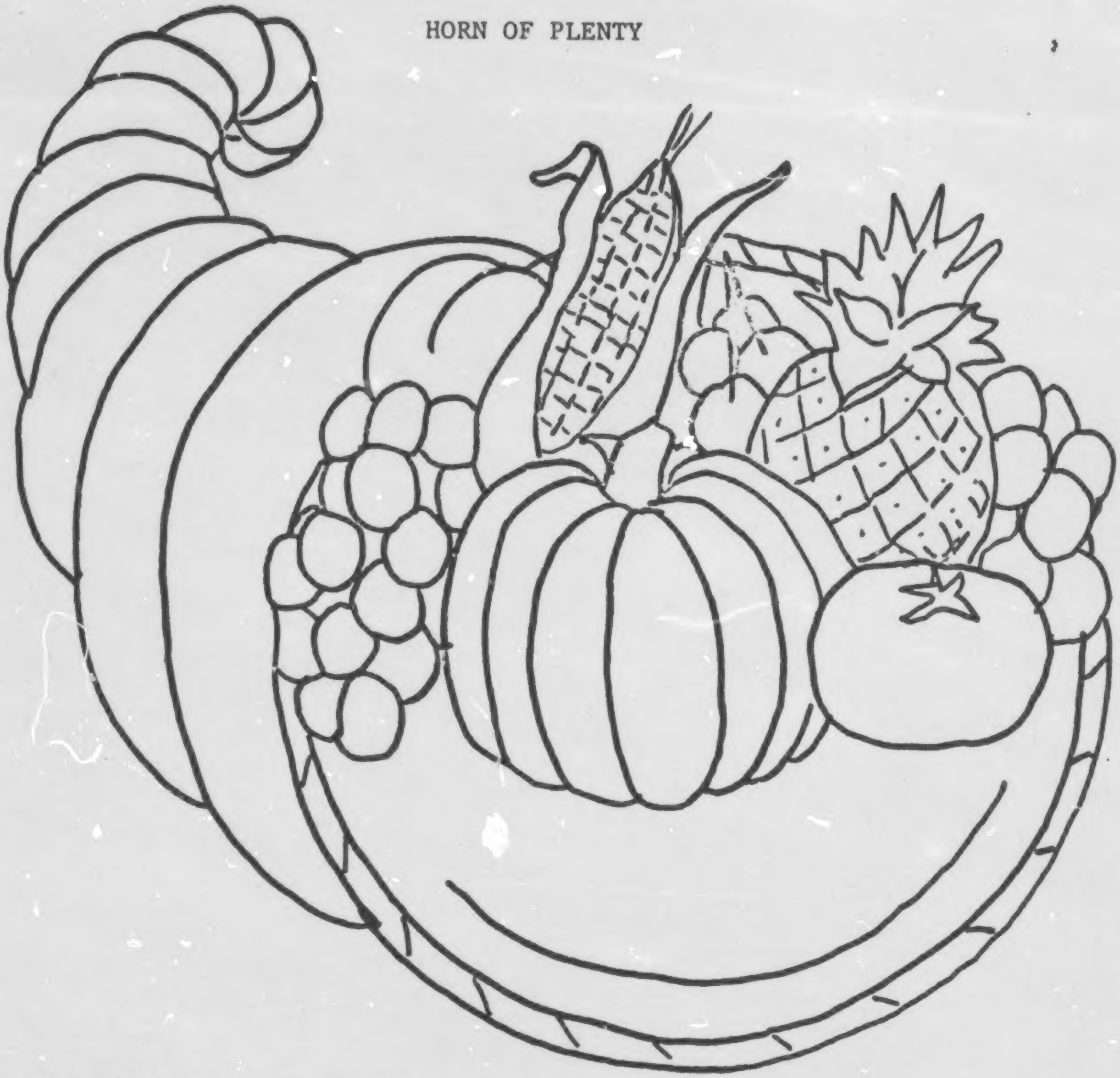

Y
Y
Y
Y
Y
u
e
Y
e
u
r
r
Y
e
Y
Y
e
Y
Y
t
u
Y
Y
Y
Y
Y
Y
t
K
K
r
u
K
K
t
K
K
e
K
K
e
K
K

What is it?

Color the t's red.
Color the u's orange.
Color the r's brown.
Color the k's green.
Color the e's yellow.
Color the y's blue.

Skills Master © 1978 Scholastic Magazines, Inc. which grants teacher-subscribers permission to reproduce this page for use with their students.

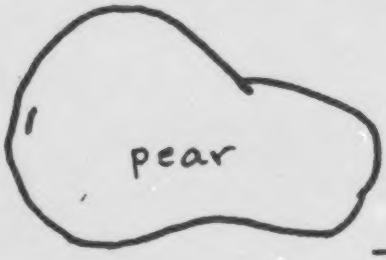
HORN OF PLENTY

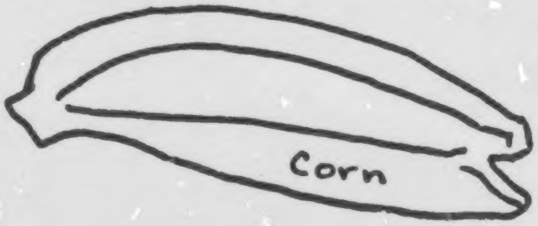


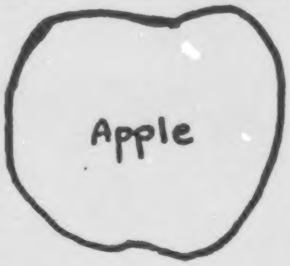
This is a horn of plenty.

Color all the fruits and vegetables.

Cut out the fruits below. Paste them in the horn of plenty.





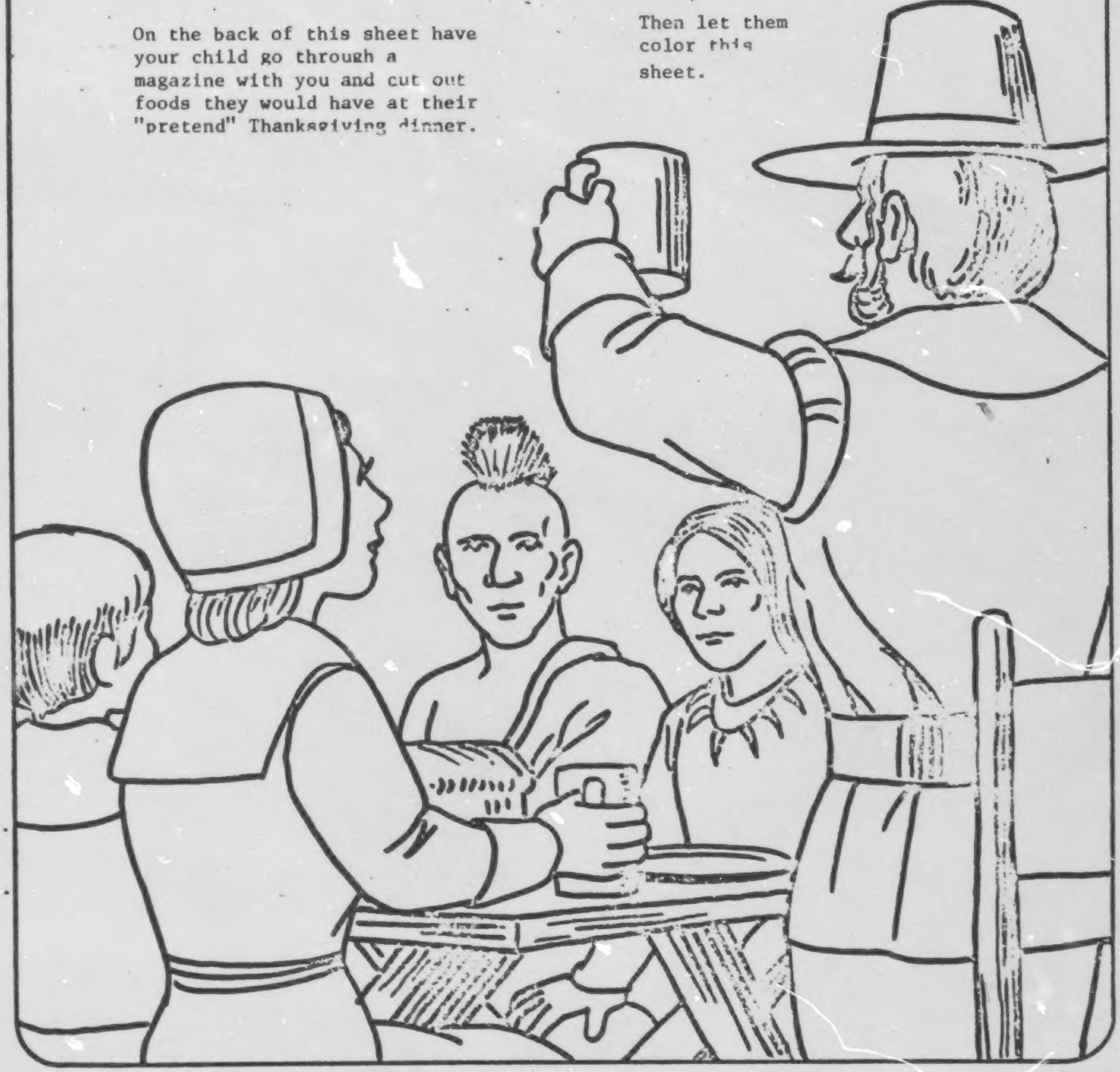


Talk about where
each of these grow. Trees,
bush. etc.?

THE FIRST THANKSGIVING

On the back of this sheet have your child go through a magazine with you and cut out foods they would have at their "pretend" Thanksgiving dinner.

Then let them color this sheet.

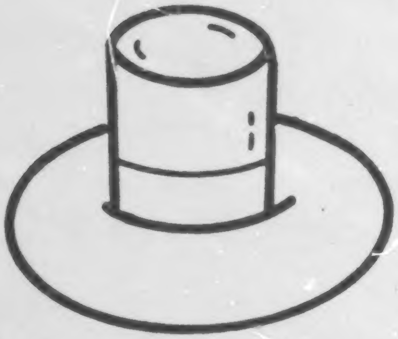


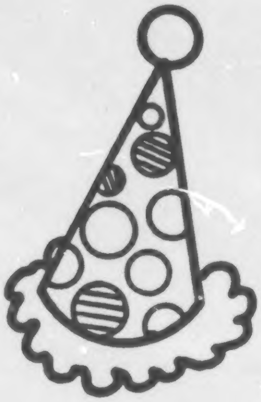
Produced and printed by Walt Disney Educational Media Company
©1976 Walt Disney Productions / Printed in U.S.A.

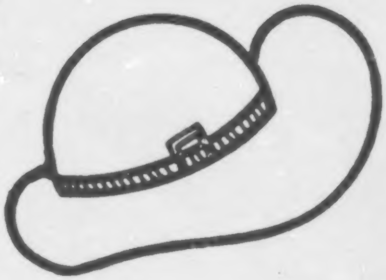
Language Activity
Let Your Child Talk
About the People who wear these hats
Then let them color

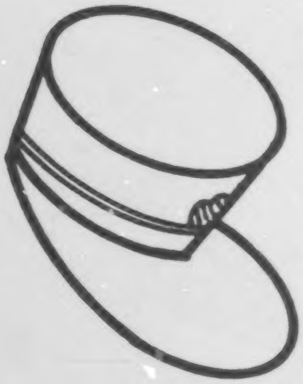
GAME NUMBER 26

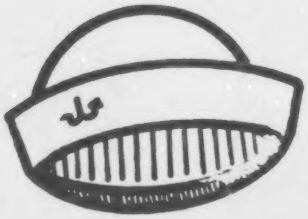
HAPPY HATS

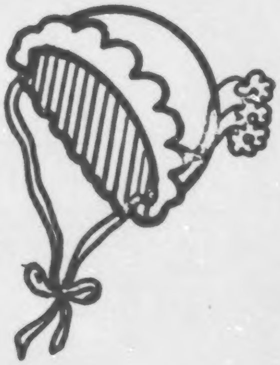


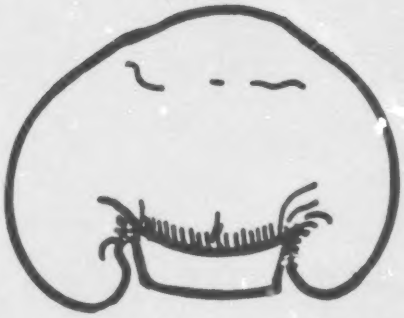


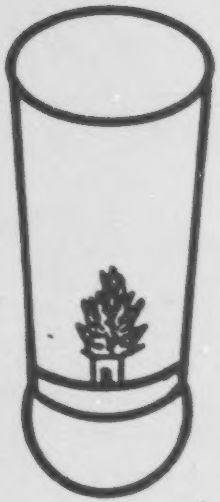


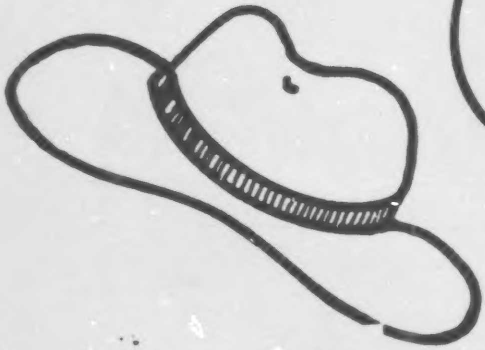




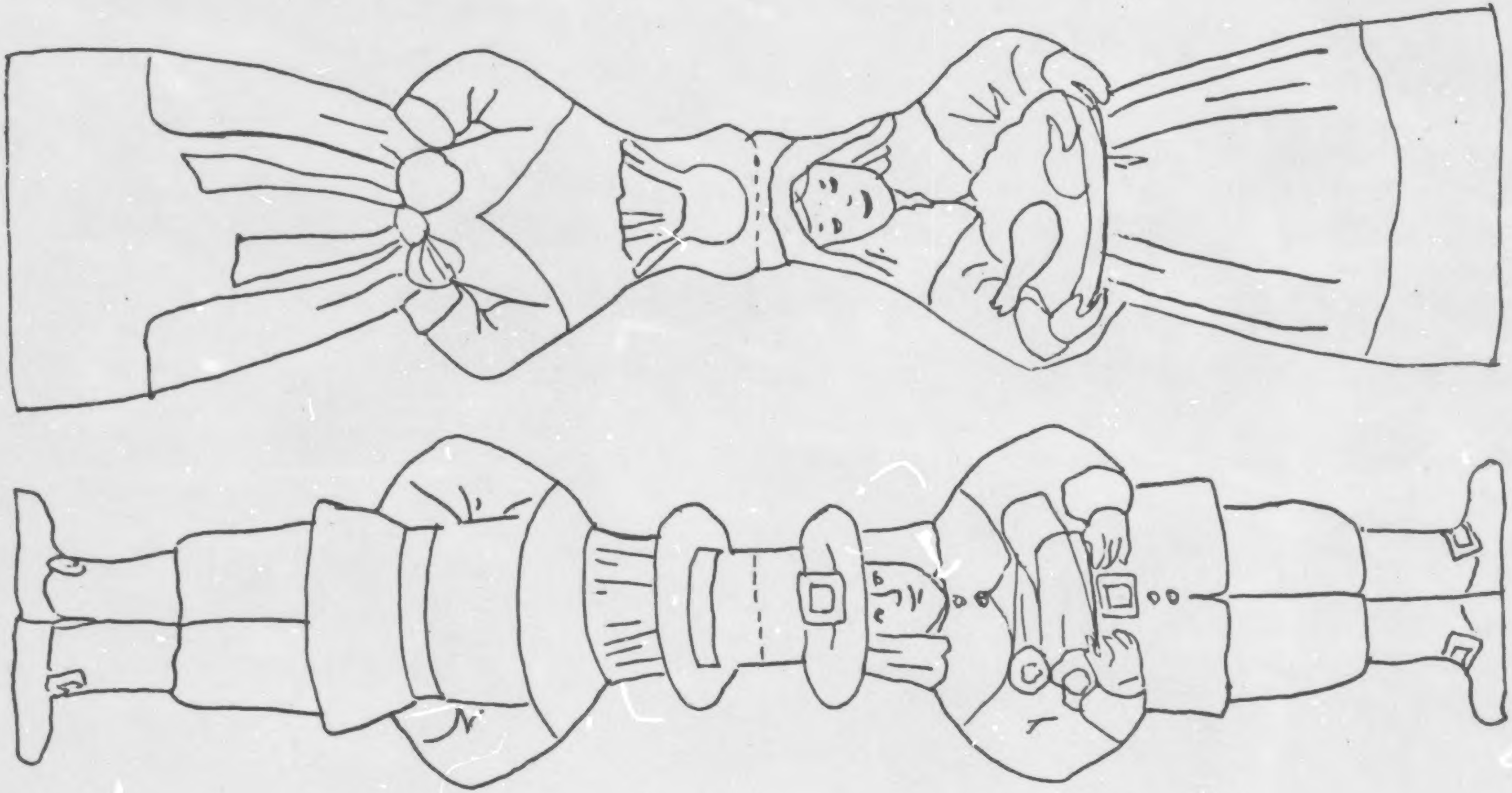








TWO PILGRIMS

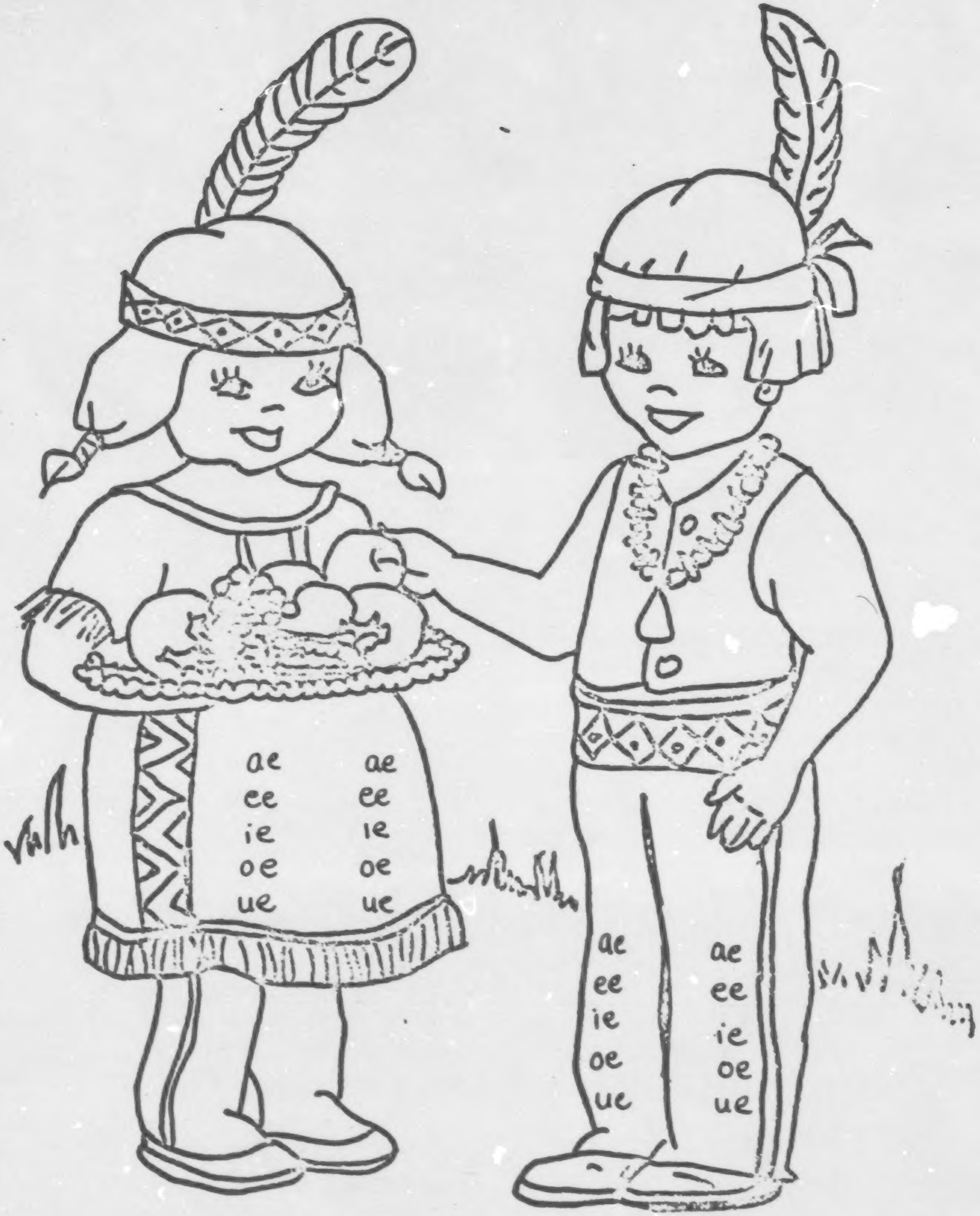


The first Pilgrims came to America in 1620.

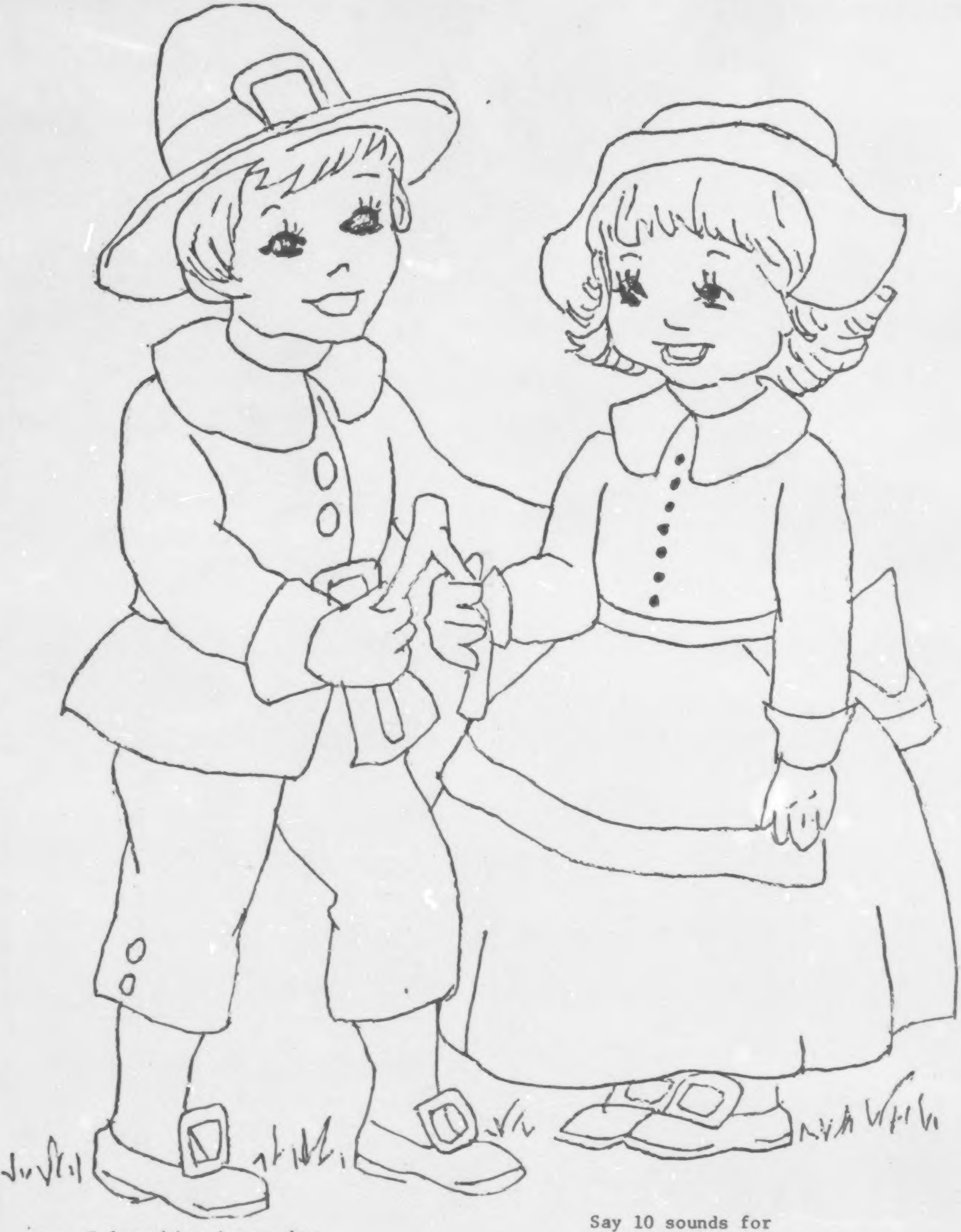
They landed at Plymouth Rock.

Color and cut out these two Pilgrims.

Then have a little "play" between you and
your child on "The First Thanksgiving."


ae
ee
ie
oe
ue
ae
ee
ie
oe
ue
ae
ee
ie
oe
ue
ae
ee
ie
oe
ue

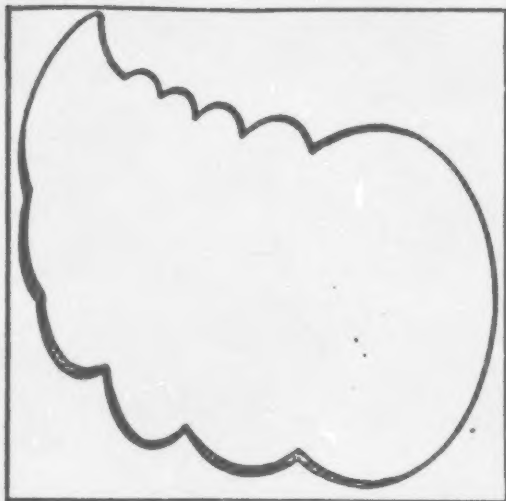
Say your sound drill on the Indian girl's apron.
Say your sound drill on the Indian boys' pants.
Then color the picture.

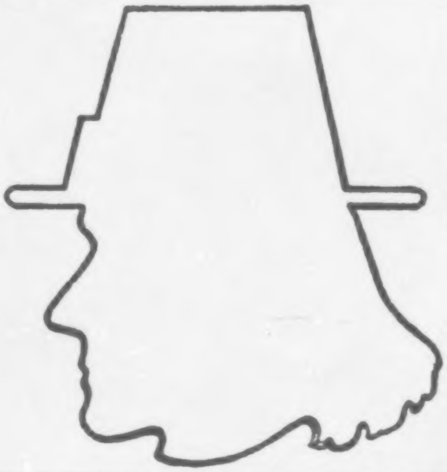


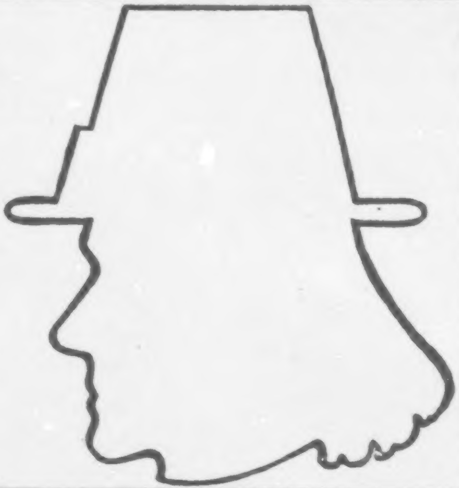
Color this picture by:
Saying 5 sounds for the
Hats, shoes, face

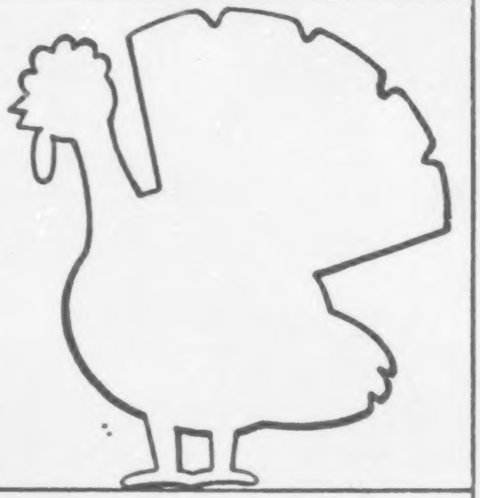
Say 10 sounds for
the dress, the suit, and the
wishbone.

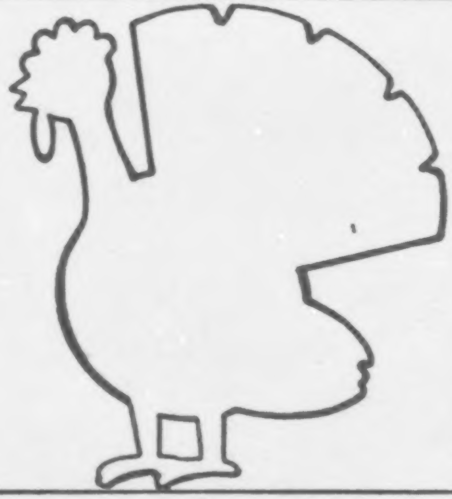
NOVEMBER DATE SHAPES

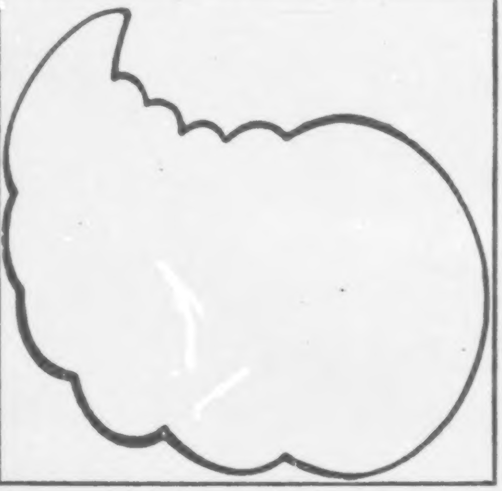










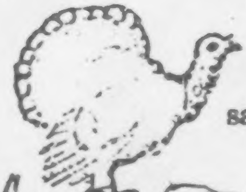


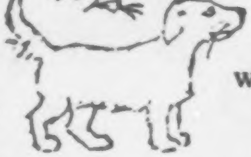
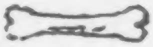
Draw a line from the object in the left column to the object on the right that matches it. Then color.

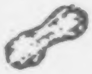
Let Your Children "read" the pictures as you read the story with them.

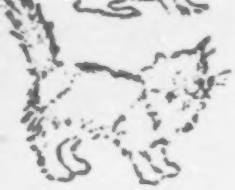
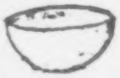
Turkey's Thanksgiving Party

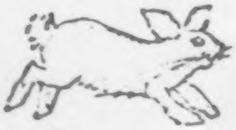
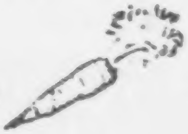
By Jessie S. Sutton

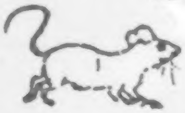
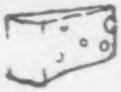
 said, "Who will come to my party?"

 will come with a 

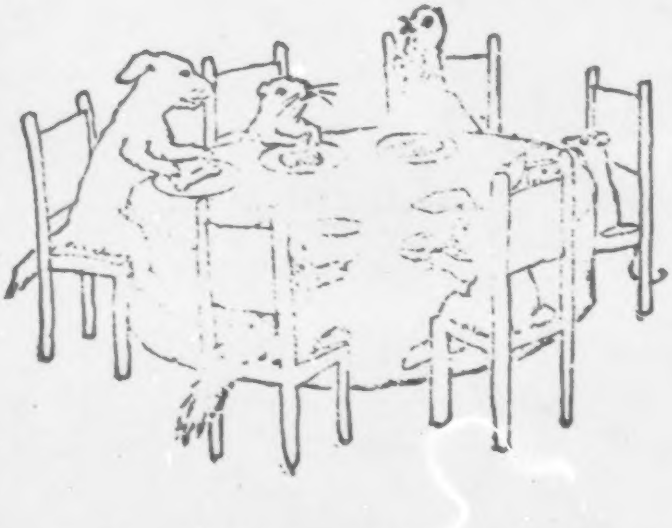
will come with a 

 will come with a 

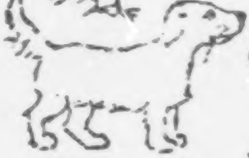
 will come with a 

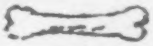
 will come with 

The party will be fun.



turkey

 dog

 bone

squirrel

peanut

cat

bowl of milk

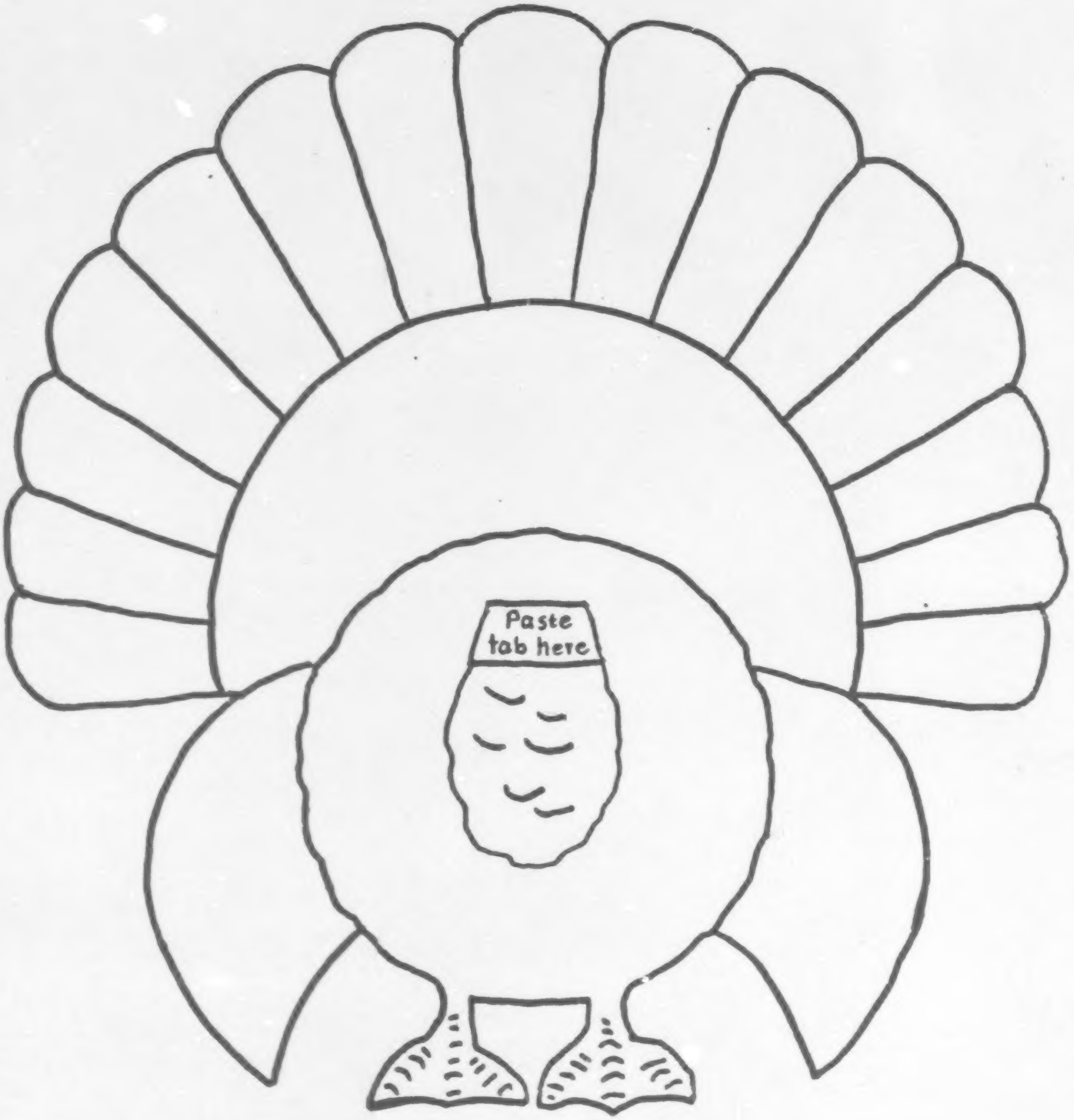
rabbit

carrot

mouse

cheese

THANKSGIVING TURKEY

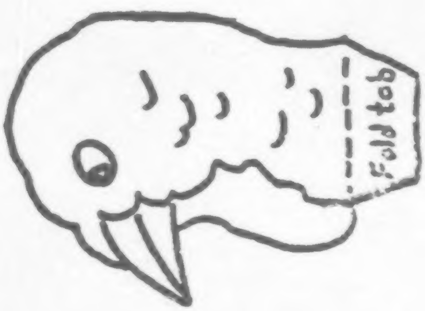

Paste tab here

Make a Thanksgiving turkey.

Give him some colored tail feathers.

Cut out and paste his head on his body.

Say one good sound for each feather



PA and MA'S Packet for

December

P.E.P. TALK

Second Edition   Monthly Speech and Language Newsletter   Dec. 1, 1980

Table of Contents

p.1 Headliners
p.2 Newsworthy Notes, Pointers from Parents
p.3 Yummies for your Tummies
p4. Extra, Extra, Kid's Korner

LINERS---HEADLINERS---HEAD

Hey Parents!

How the time flies when you're having fun! We have been doing so many fun things with the K.I.K. children prepairing for Thanksgiving that the Christmas season just slipped up on us. Do you feel the same?

I don't know about you, but I am not nearly finished with my Christmas shopping. In fact, I haven't hardly started. Things are so expensive this year that I am tempted to tell my family that Iran has Santa held hostage and he won't be released before July. Do you think that would work?

Well, our Thanksgiving-November Parent Meeting was a big "washout"...it really was "rained out". Over 70% of my K.I.K. parents could not attend my Tuesday night meeting because it rained Monday. Now, to a city girl like me this did not make sense. "After all," I told myself, "how much could the rain Monday stop them from coming the next day?" Then our wise old principal explained to me that when it rains, it affects the moisture of tobacco. It is good to "book bacca" on days like Tuesday. I"M LEARNING FOLKS!!

The parent that was able to make it was really glad she did! Mrs. Paul Wyatt, mother of Hope Wyatt, not only got one full half hour of speech lessons to herself, but she also won the door prize by default. She was really thrilled to get the beautiful hand-crocheted hat and scarf set, done in different shades of yellow. Hope claimed it as soon as she saw it. We discussed the different ways that parents could practice with their speech kids without making it seem like work. And we also discussed any problems she or the other parents were having with the materials that I have been sending home in the P.A. and M.A.'s Packets each month. Mrs. Wyatt and four others had mentioned that they were hoping that they were doing the non-sense drills correctly. So since so many of you expressed an interest in these drills and their pronounciation, I thought I would give you a guide as to how to pronounce them:

ae as in say
ee as in see
ie as in lied
oe as in Joe
oo as in food

So, for example, if your child is working on the /s/ sound, you will probably see things such as this:

sae	aesae	aes
see	eesee	ees
sie	iesie	ies
soe	oesoe	oes
sue	uesue	ues

So, if you still need help after this, please let me know. The school number is 5597, or come see me anytime. You just call to see if I'm here!

* * *

Newsworthy News

C.G. was really excited one day as he told me about two dogs that he had at home. Both dogs were guaranteed to bite anything that walked on two legs, be it a stranger or family. He was quick to note that if I would come see him, he would be sure to make them lick my hand and be nice to me. Thanks a lot! When I asked him what type dogs they were, he told me a "dur-man teperd and a doe-man-peen-so".

Puzzled, I asked his mom at the next parent meeting, because I was sure I had never heard of either breed. She laughed and told me that they had a German Shephard and a Doberman Pincher. How about that?

S.K. also had a long yarn to tell me as to how he spent his Thanksgiving at his Grandmothers farm. He and his three brothers went hunting, and he told me of how he was the only one to bring back anything. When I asked him what he got, he told me he had bagged a seven-point deer. Since the person I was talking to was only three foot, and five years old, I had to wonder. I said, "I bet you're pulling my leg, aren't you?" He looked at me with wide eyes, and after sticking his head under our table, said "NO, I not pullin' your leg. You're leg way over there!"

Pointers from Parents

Mrs. K.G. has given us a great tip to get us through the holiday rush . while practicing with our Speech kids on their drills. As she goes shopping, she has her child pick out items that have their sound in them, such as Tomatoes in the can(they can't read yet but they can identify what their sound looks like). For each item that they can identify, she gives her a penny, towards her favorite candy bar.

Mr. and Mrs.W.C. have a foolproof system worked out with their little Kindergartener. He and his brother tend to fight about the chores around the house, as to whose turn it was to do such and such. Their parents have a list of chores on the refridgerator, and the mom cut out two little cardboard boys...one for Ronnie and one for his brother. Then each day, she places the cutouts by the chores that that person is to do that day. It's fun for the kids and it really works!!

CHRISTMAS LOVE

It is alive like a thousand colored lights aglow,
Bright like silvery tinsel
Or ornaments of gold.
With the warmth of a Yule fire,
Bold like bells ringing,
Gentle like the choir singing,
Pure like new-fallen snow
And possessive, clinging to a bough.
It is gaudy, glittering
Like packages beneath a tree,
Excited as a child,
Joyful, as it ought to be.
I love you with a Christmas love today,
Tomorrow we'll find another way.

_Penny S. Galuszka

Yummies for your Tummies

Old-Fashioned Pumpkin Custard Pie

9-inch unbaked pie shell, with high edge
2 eggs
1 can(1 lb) pumpkin
3/4 c. sugar
½ tsp. salt
½ tsp. cinnamon
½ tsp. ginger
¼ tsp. allspice
¼ tsp. cloves
2 cans (6 oz.) evaporated milk, undiluted
3 Tbs. molasses
1 egg white

Refrigerate pie shell until ready to fill. Preheat oven to 400F. In medium bowl, beat eggs until frothy, with mixer or by hand. Add remaining ingredients, except egg white, beating until smooth and well combined. Brush pie shell with egg white. Pour most of filling into pie shell. Place on lowest rack of oven; pour in rest of filling; bake 55 to 60 minutes, or until a knife inserted 1 inch from side of filling comes out clean and filling is set in center when pie is gently shaken. Cool on rack. Serve with whipped cream and chopped nuts, if desired. Makes 8 servings at 34 cents each.

Pecan Logs

1½ c. unsifted all-purpose flour
3/4 cup butter or margarine, softened
1½ c. finely chopped pecans or hazelnuts
3 Tbs. granulated sugar
¼ tsp. salt
1 ½ tsp. vanilla extract
3/4 c. confectioner's sugar
¼ c. unsweetened cocoa

In a large bowl, combine all ingredients except confectioners' sugar and cocoa. With hands, mix until thoroughly blended. Refrigerate 30 min. In a small plastic bag, combine ¼ c. confectioners' sugar and the cocoa; place remaining conf. sugar in another bag.

Preheat oven to 350F. On lightly floured area, roll out dough one half at a time, ¼ inch thick. Cut into 3-by-½ inch strips. Place 1 inch apart, on ungreased cookie sheets. Bake 8 to 10 min. or until cookies are set but not brown. Let stand one minute before removing from cookie sheet. Place on rack to cool slightly.

Roll half in confectioners' sugar and half in cocoa

EXTRA - EXTRA

Reminders for our next meeting:

Christmas Party!

Boy, are you going to be glad you are involved with K.I.K when you hear what we have in store for you at our December K.I.K. parent meeting. The meeting will be:

Dec. 9th,(tuesday) at 6:00 in the

Not only will there be a great door prize, but we have some fantastic guests coming!

The door prize this month is a $10.00 gift certificate to one of the stores downtown. It's so easy to be a winner. All you have to do to be eligible is to show up and drop your name in the hat... just ask Mrs. Wyatt!

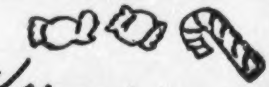
Our two guests are both extreemly good looking. Dr. Denzil Edge, a professor at the University of Louisville, will be here to join in our celebration. I guarantee, ladies, he is really as fun to look at as he is to listen to! Dr. Edge specializes in working with parents, and has written several books on the subject.

Elaine , our guest speaker, is a lovely lady from Chapel Hill who will give a workshop on "storytelling" and will provide you with loads of ideas on things that will help you work with your pre-schooler more effectively. And for the gentlemen that might accompany their wives, you won't be sorry. Elaine is an attractive brunette, and is facinating to listen to.

We will have a buffett of lucious, yummy Christmas goodies to nibble on... all homemade. Plus plenty of beverages. We are sure to have a great time, so please be sure to come.

Baby-sitters will be provided here at school for those who need them. They will have loads of fun too, and will have things to eat, just in case you won't have time for supper!!!!SO PLEASE COME??????????????????

Kids Korner



Give your child something really useful this year...I'm sure that they could use some crayons, pencils, scissors, coloring books, or even a scribblers' pad to draw in.

As far as winter clothing, the most essential item you could give your child is a winter hat or toboggon. Did you know that you loose almost 40% of your body heat through your head if it is uncovered? Also, it helps prevent earaches, especially in boys.

Letters to Santa

Dear Santa.

Thank you for the underware you gave me last year.
Maybe you will do better this year.
Love, Jenny

Dear Santa,

This year please leave me money.
I think I can get more for my money at the K-Mart.
Love, P.J.

To My Parents

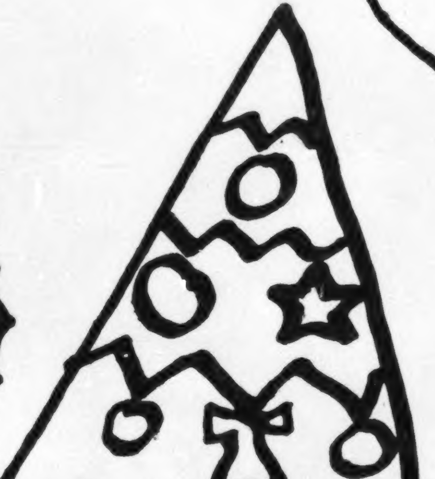
I think at this time of year I reflect on all the nice things that happened to me all year.
You and your children are among my nicest memories.

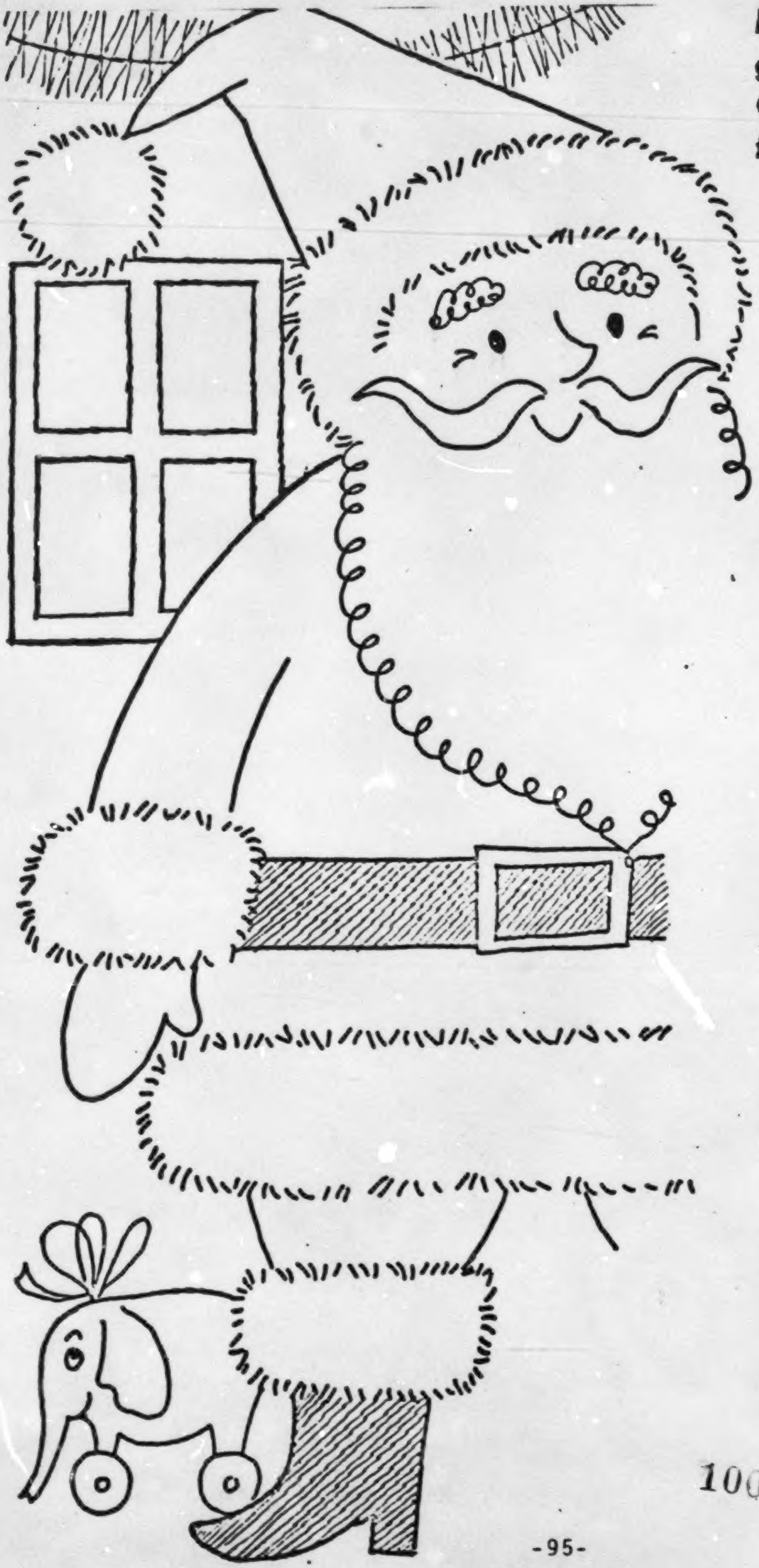
Have The Best Christmas Ever!

Make 10 good sounds before you color each object

HAPPY NEW YEAR

MERRY CHRISTMAS

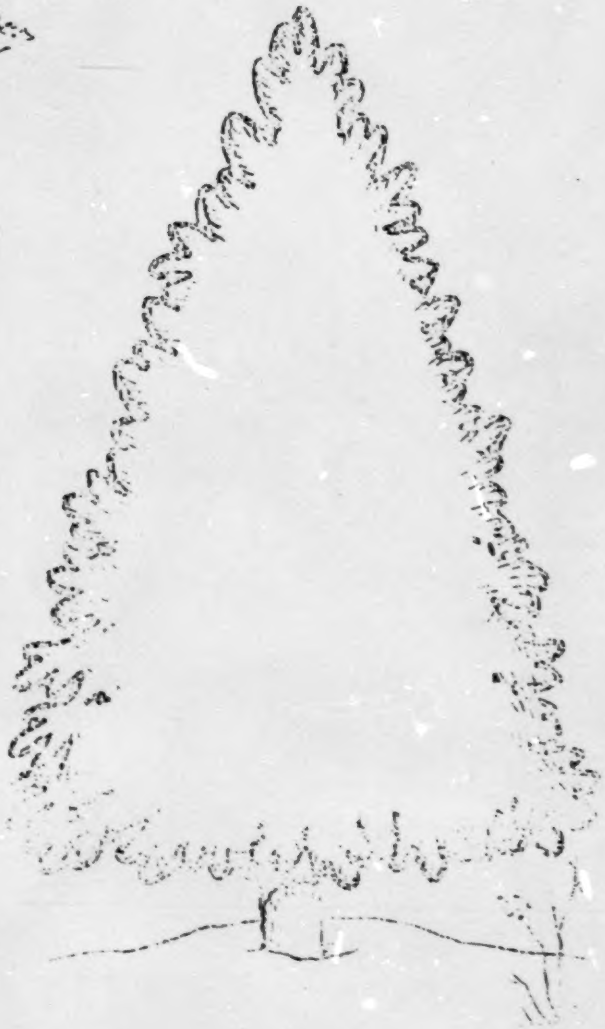




Hello, boys and girls! I'm Santa Claus. Can you finish drawing me?

Read the story to your child. Then have them follow the directions.

The Bird's "After Christmas" Tree



"Tom," said Mary. "Let's put our Christmas tree out for the birds."

"Oh yes," said Tom. "Mother said today that Christmas is over."

"We can hang suet on the tree," said Mary, "and put crumbs of bread on the branches."

"We'll leave the popcorn and the cranberries for them to eat," said Tom.

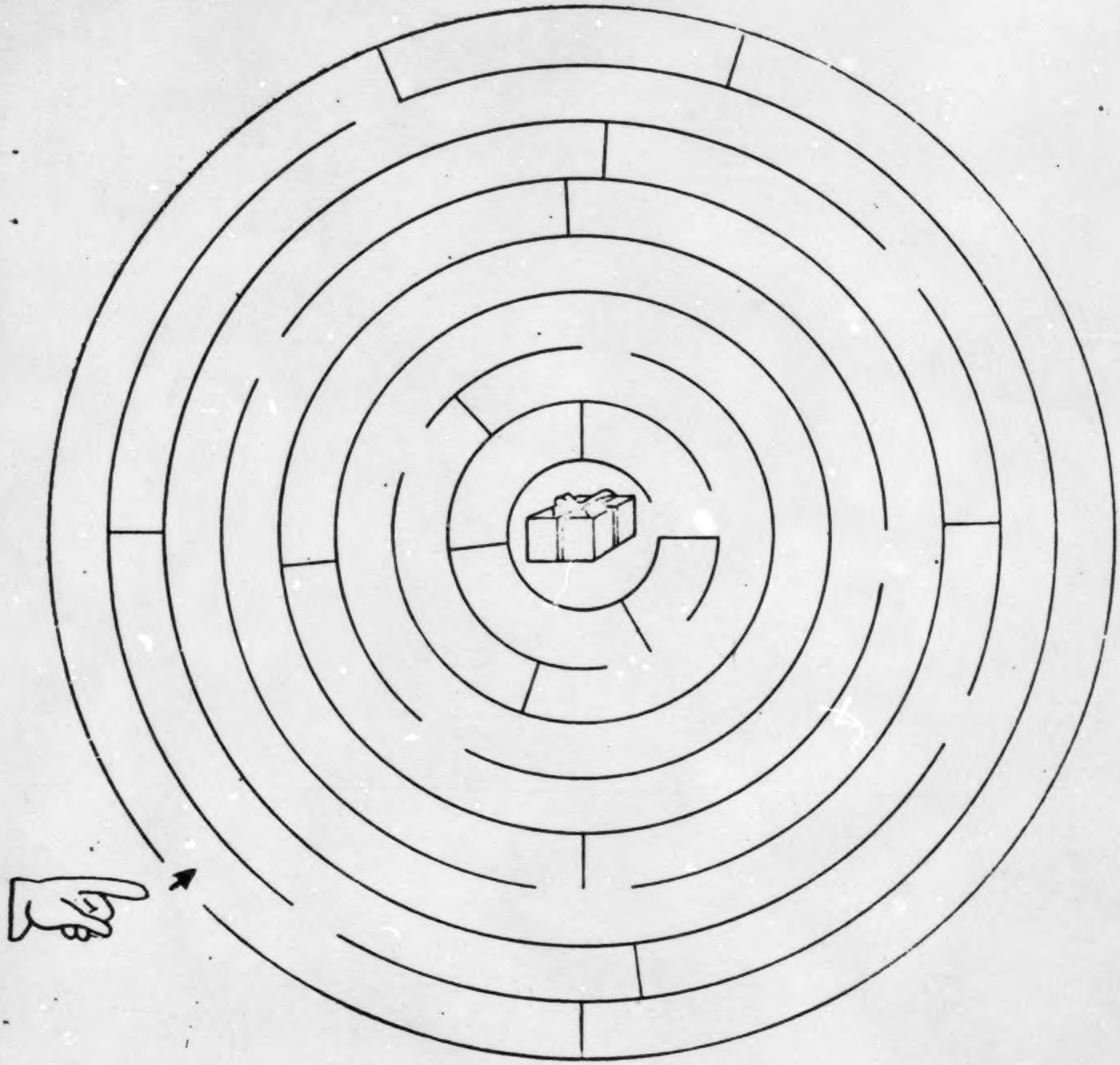
"I heard you," said Mother.

"That's a very good idea. Let's hurry and get it ready for them.

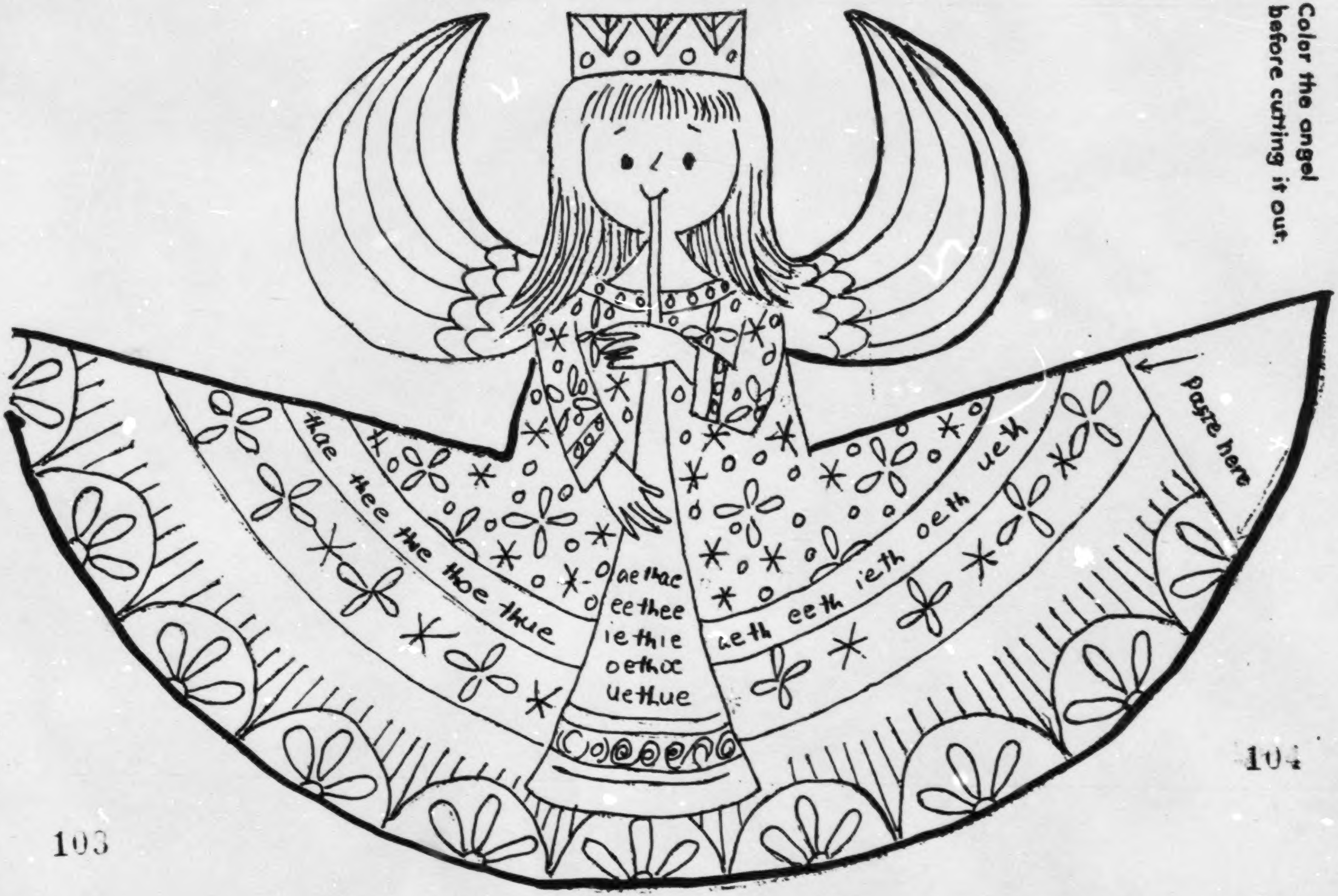
The birds will like their "After Christmas" tree, I know."

1. Draw the suet on the tree
2. Draw the crumbs of bread.
3. Draw the popcorn
4. Draw the cranberries.
5. Draw the birds eating the food.
6. Color your picture.

HIDDEN PRESENT MAZE



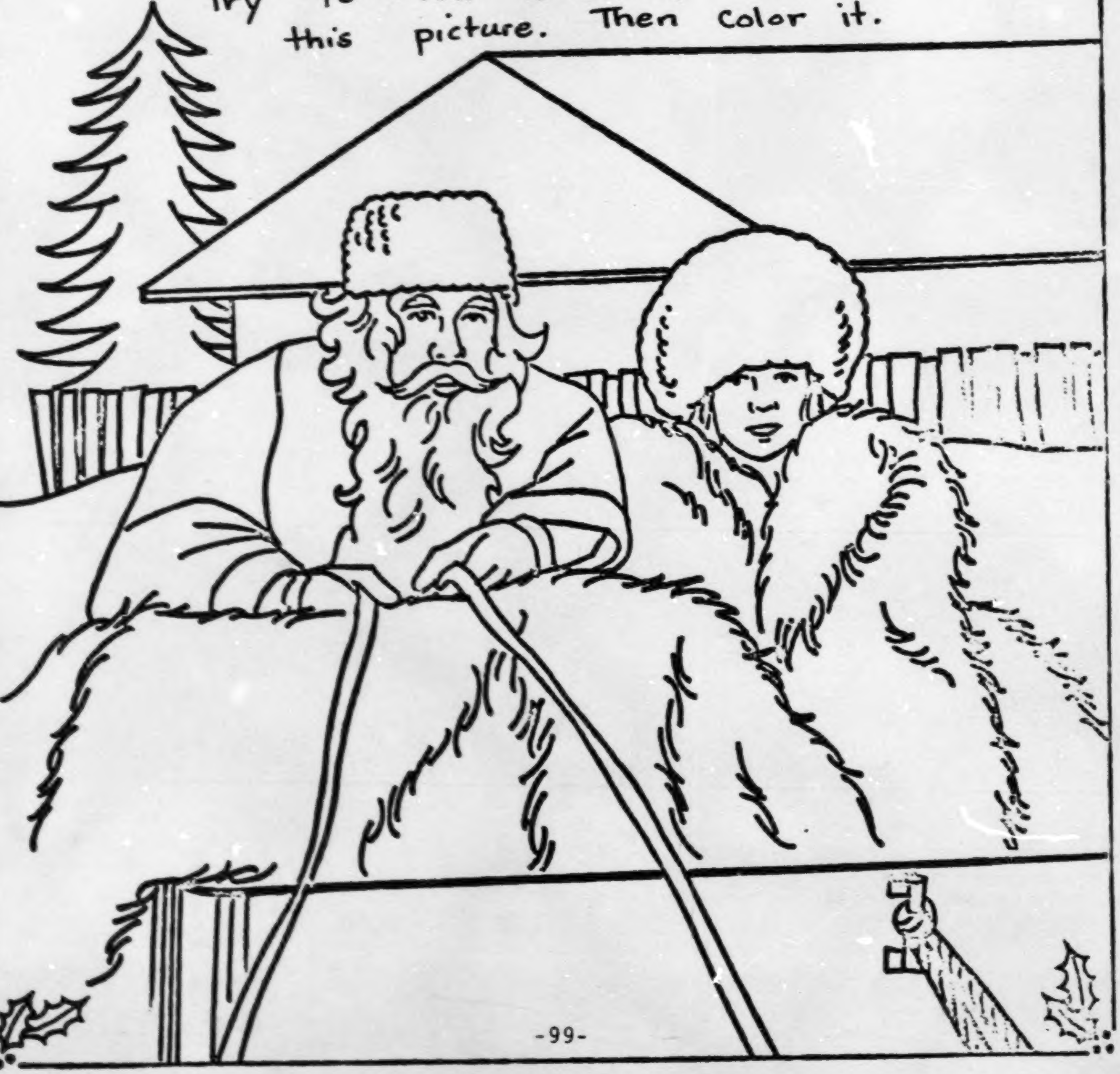
YOUR HOLIDAY PRESENT IS HIDDEN. SEE IF YOU CAN FIND IT BY STARTING AT THE ARROW AND WORKING YOUR WAY TO THE CENTER WITHOUT CROSSING ANY LINES.


paste here
thae thee thie thoe thue
aethae
eethee
iethie
oethoe
uethue
aeth eeth ieth oeth ueth

Color the angel before cutting it out.

CHRISTMAS STORY

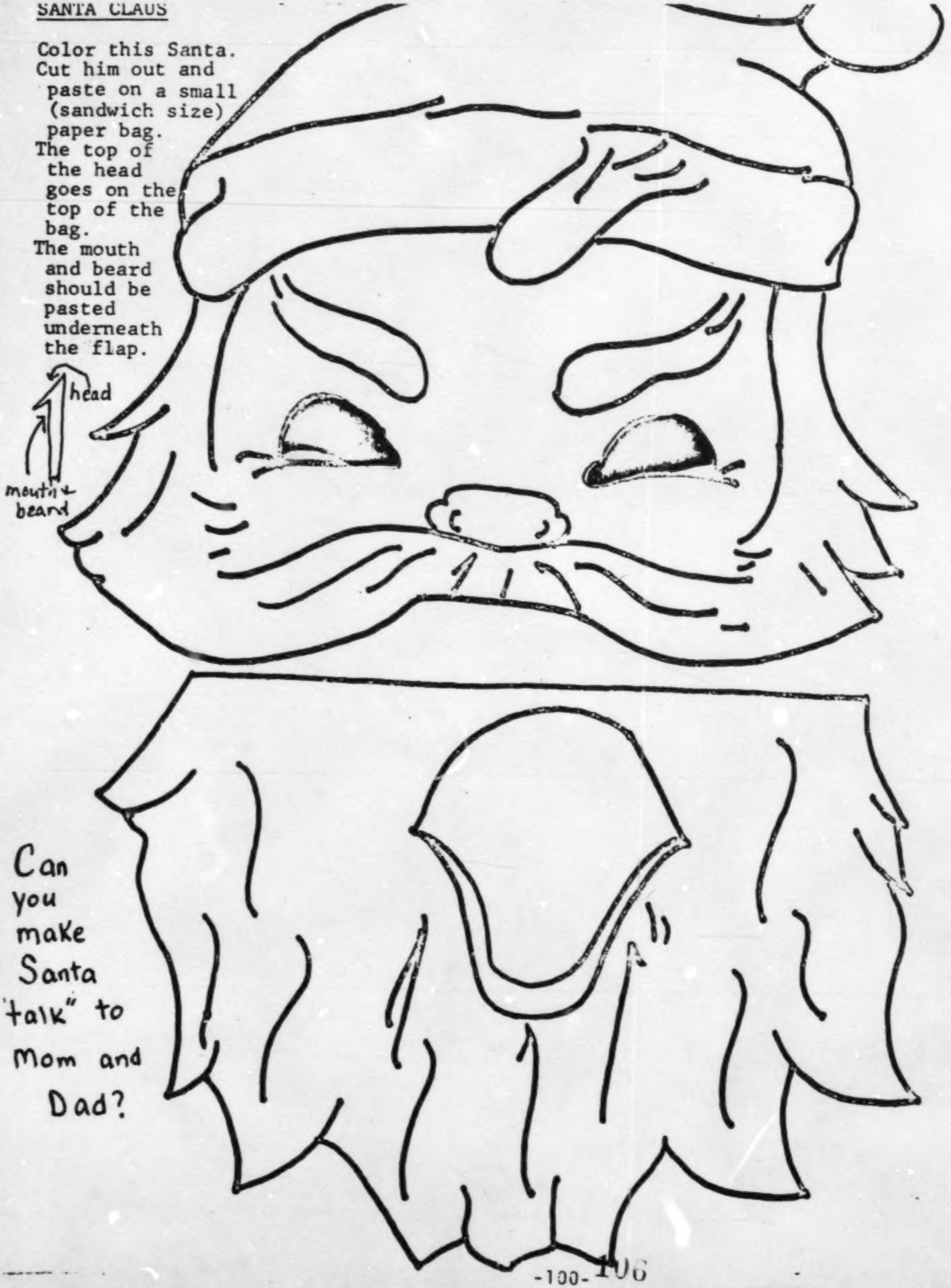
Try to tell a story about this picture. Then color it.



Produced and printed by Walt Disney Educational Media Company
©1976 Walt Disney Productions / Printed in U.S.A.

SANTA CLAUS

Color this Santa.
Cut him out and
paste on a small
(sandwich size)
paper bag.
The top of
the head
goes on the
top of the
bag.
The mouth
and beard
should be
pasted
underneath
the flap.

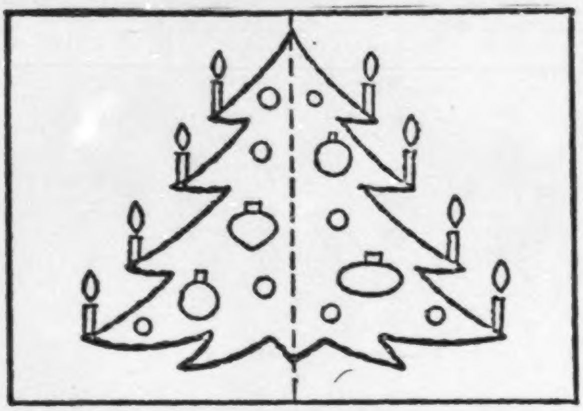


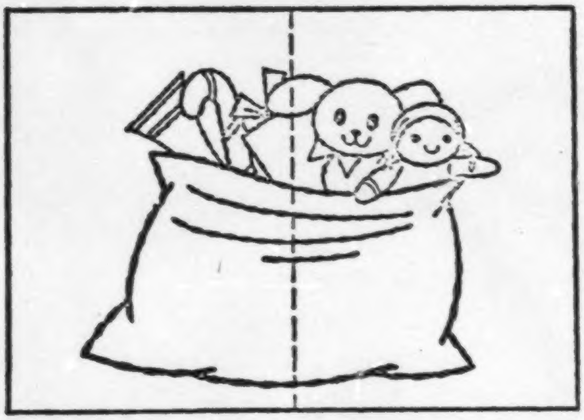
Can you make Santa "talk" to Mom and Dad?

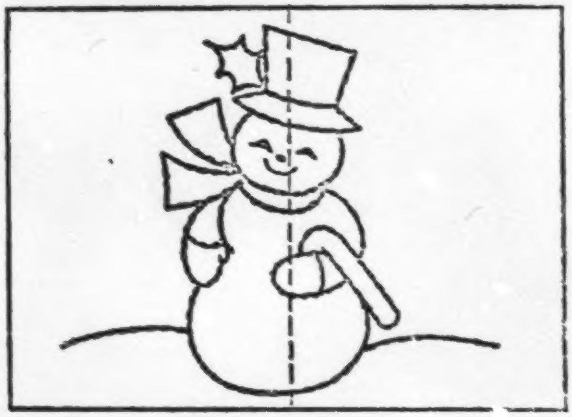
Christmas Card Game

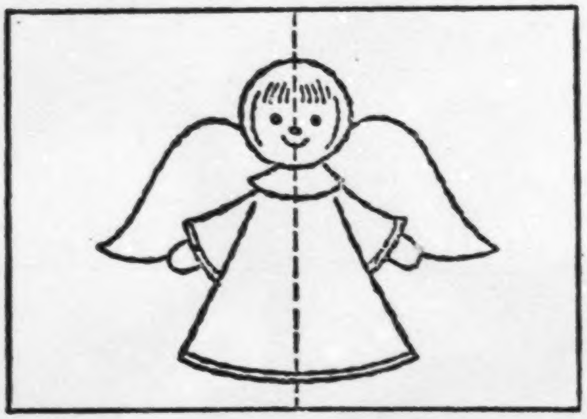
An easy game for two players.
After cutting the cards, mix them well and give each player 7 cards. At each turn, a player draws a card from the other player's hand and tries to complete a picture. If a picture can be completed, it is placed in front of the player. The one with most completed pictures at the end is the winner.

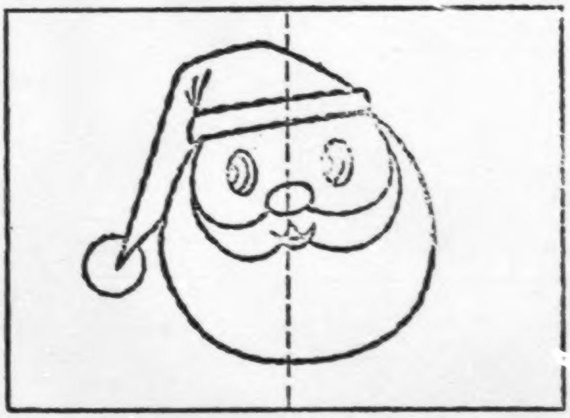
Color pictures. Paste them on cardboard and cut them out. Cut cards in half.

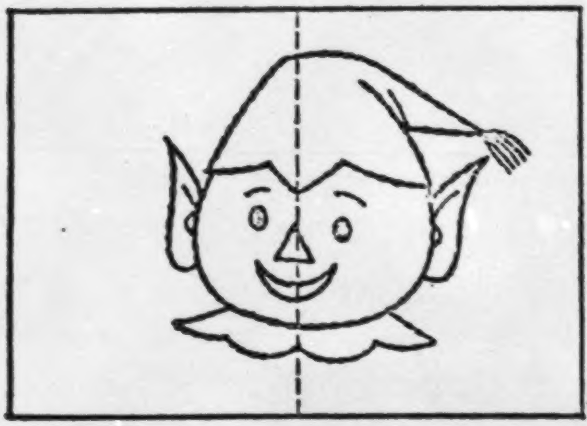


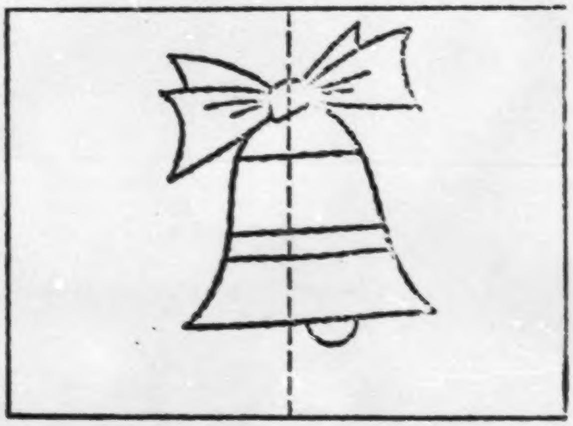












PA and MA'S Packet for

February

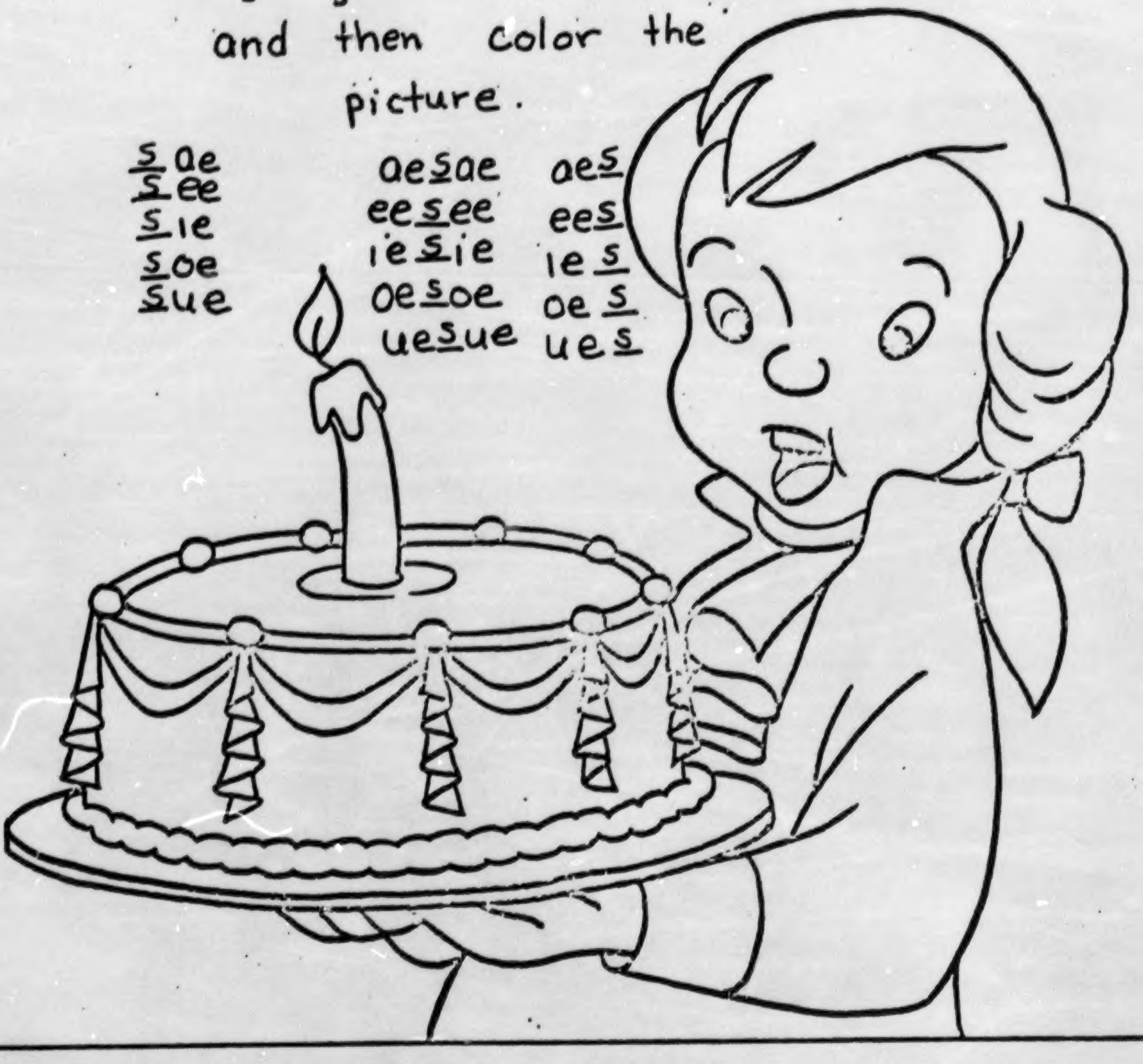
BIRTHDAY AT MT. VERNON

Say your sound drill and then color the picture.

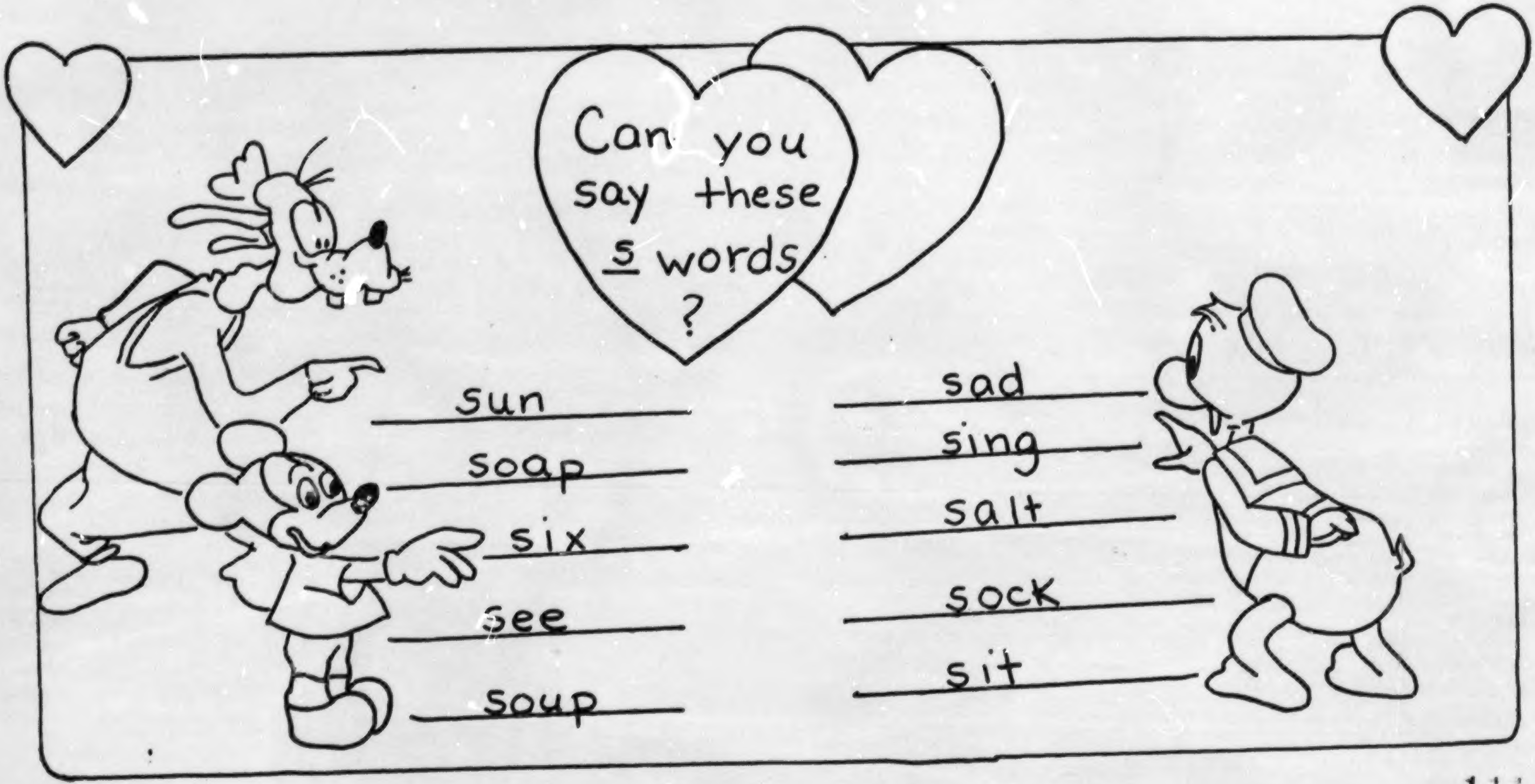
sae
see
sie
soe
sue

aesae
eesee
iesie
oesoe
uesue

aes
ees
ies
oes
ues



Produced and printed by Walt Disney Educational Media Company
©1976 Walt Disney Productions / Printed in U.S.A.

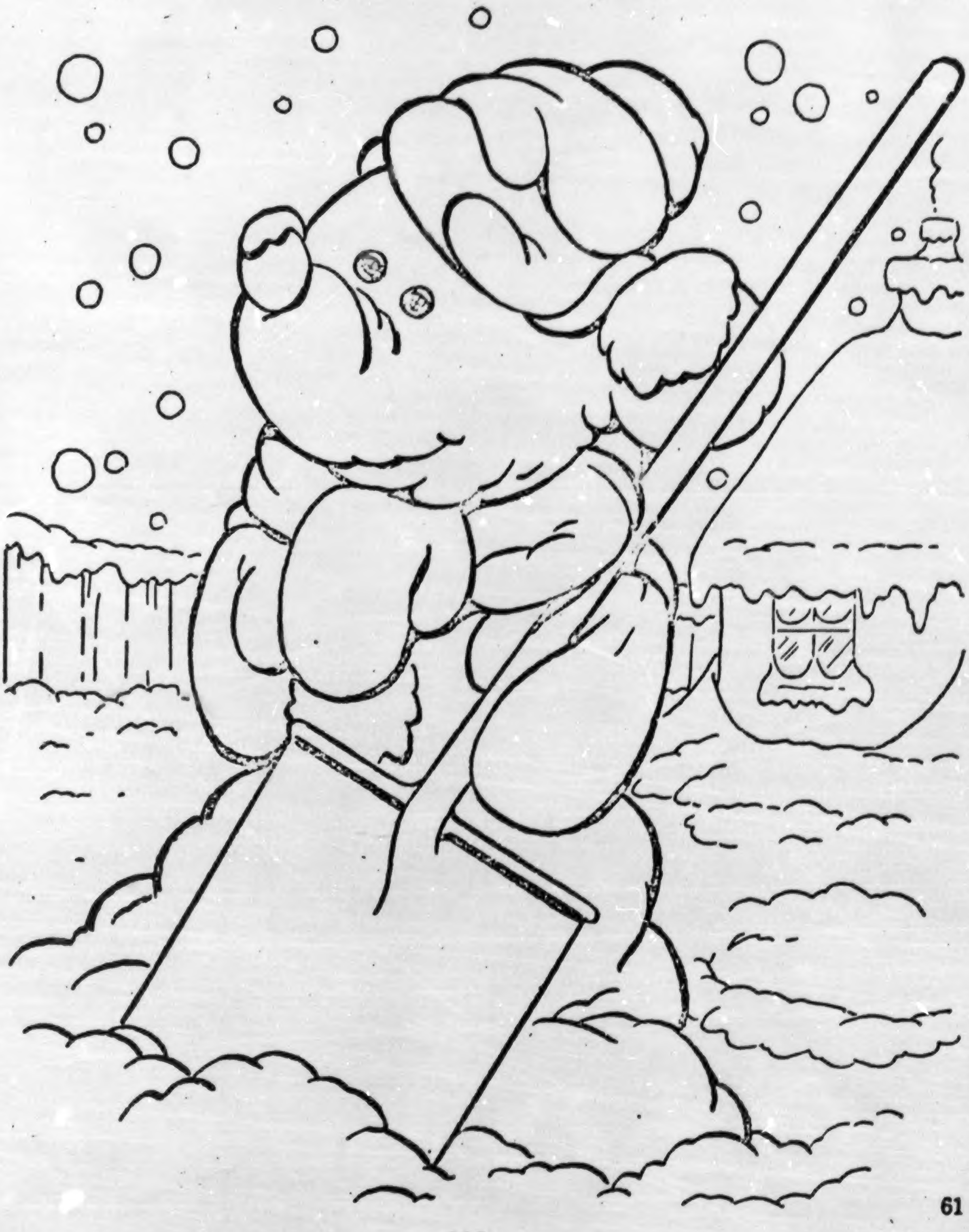


Can you say these s words ?

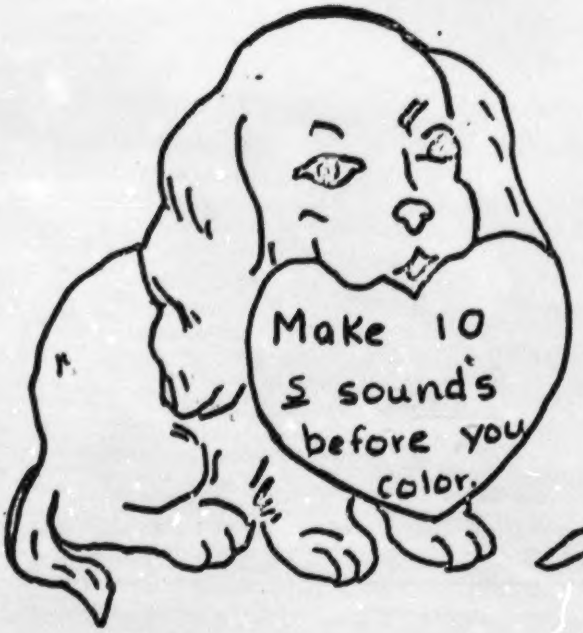
sun
soap
six
see
soup

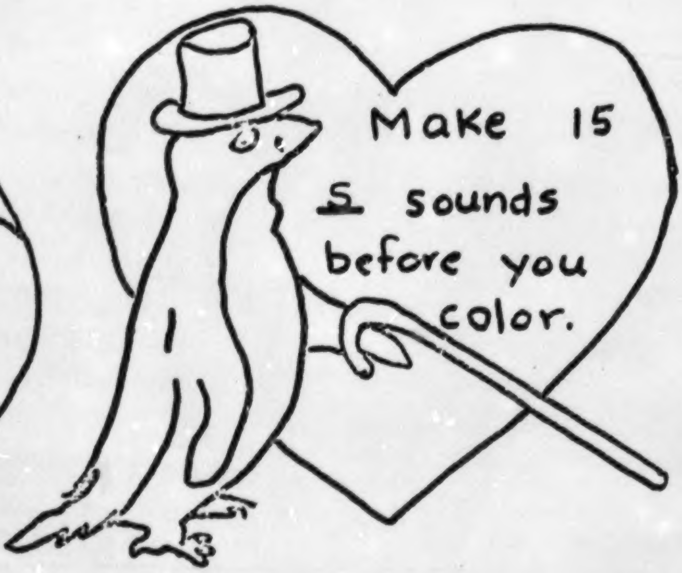
sad
sing
salt
sock
sit

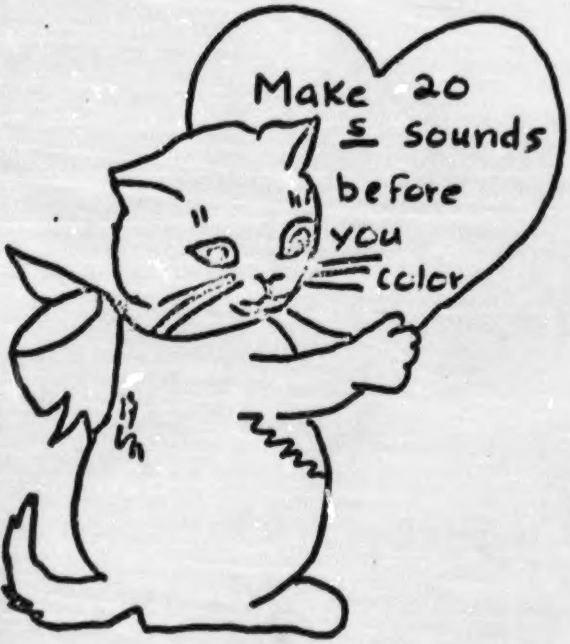
Huey, Dewey, and Louie have gone inside, but they have left their mittens in the snow. Can you find six mittens hidden in the picture?

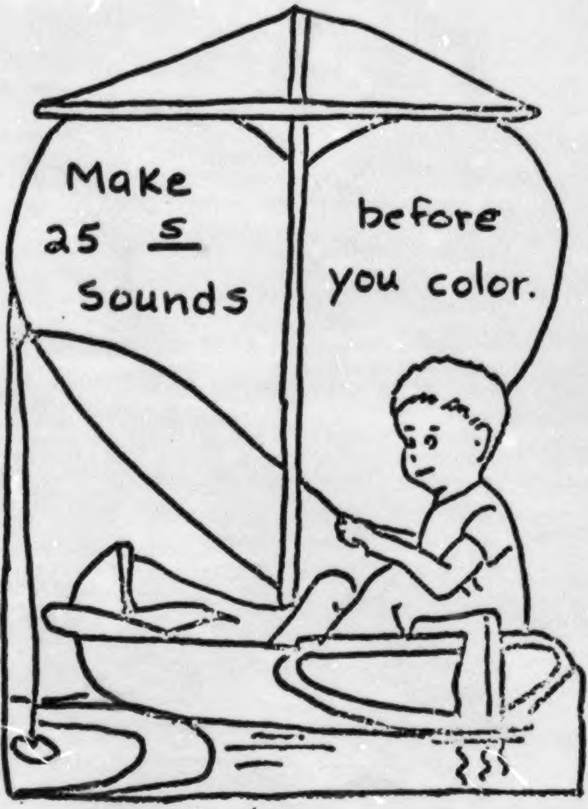


Valentines


Make 10
s sounds
before you
color.

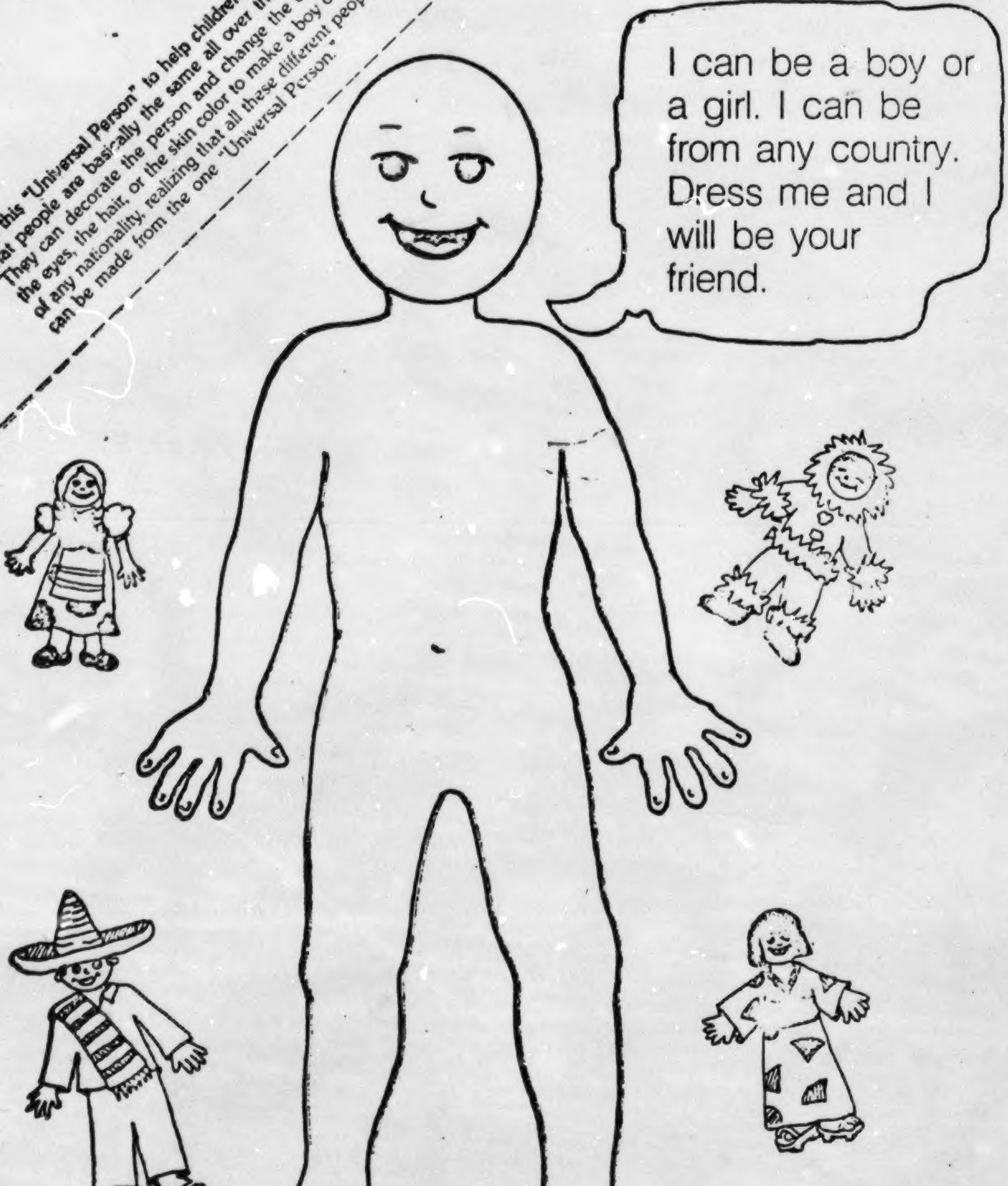

Make 15
s sounds
before you
color.


Make 20
s sounds
before
you
color


Make
25 s
sounds
before
you color.

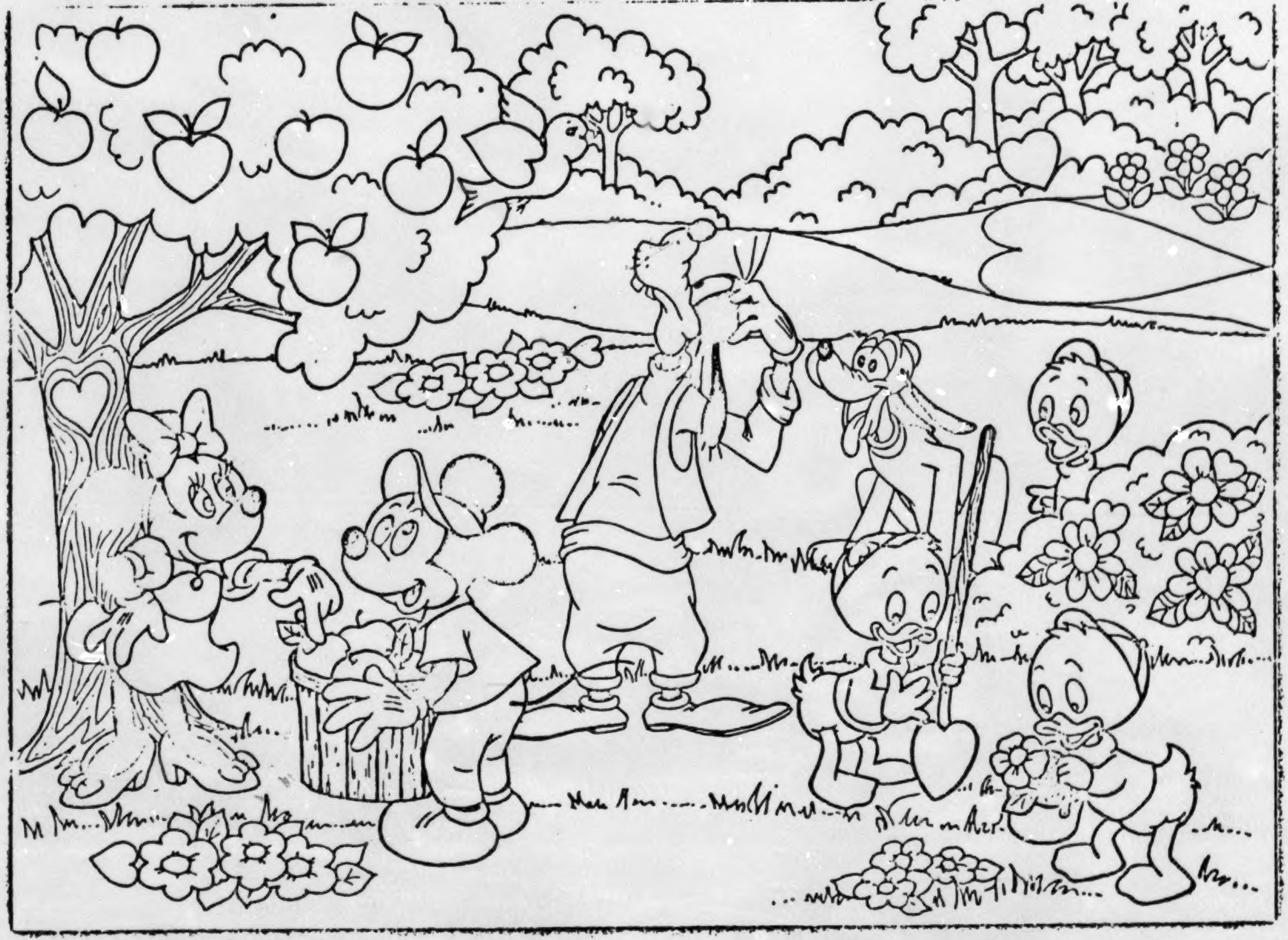
Brotherhood Week

Use this "Universal Person" to help children understand that people are basically the same all over the world. They can decorate the person and change the clothes, the eyes, the hair, or the skin color to make a boy or girl of any nationality, realizing that all these different people can be made from the one "Universal Person."


I can be a boy or a girl. I can be from any country. Dress me and I will be your friend.

From A Calendar of Home/School Activities, © 1978 by Goodyear Publishing Company, Inc., JoAnne Bronahan and Barbara Milne

Color all the hearts red. Find the hidden hearts!

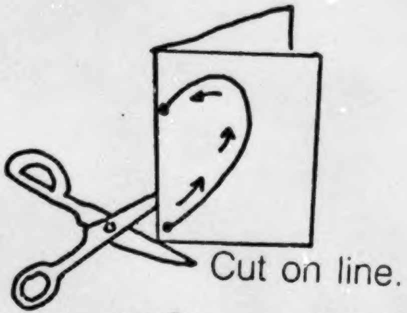


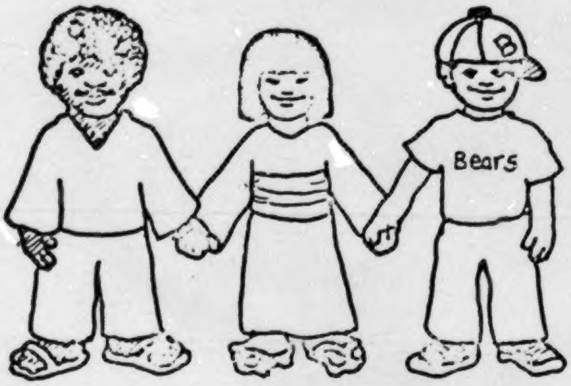
February Home Activities

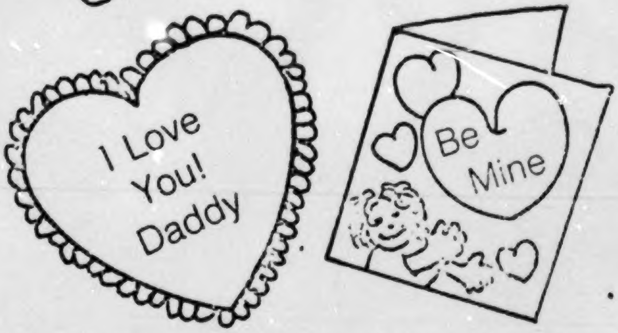
Make a book about Brotherhood Week. Ideas:

1. Cut and paste pictures of children from different parts of the world. [redacted]
2. Talk [redacted] about what a friend is. Illustrate. *Example:* A friend is someone who shares his toys: or, Joe is my friend, I like him because . . .

Purpose: To encourage acceptance of others.

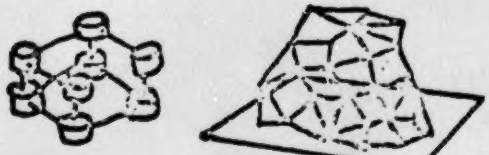






Make valentines. Write message inside. Decorate, using colored paper, candy, or doilies. When making valentines dots can be used as shown. *Purpose:* to practice reading and writing.

Visit the library. Read good books on Abraham Lincoln and George Washington. Share ideas with your family about the kind of men they were. How did they help our country? *Purpose:* to increase awareness of famous Americans.

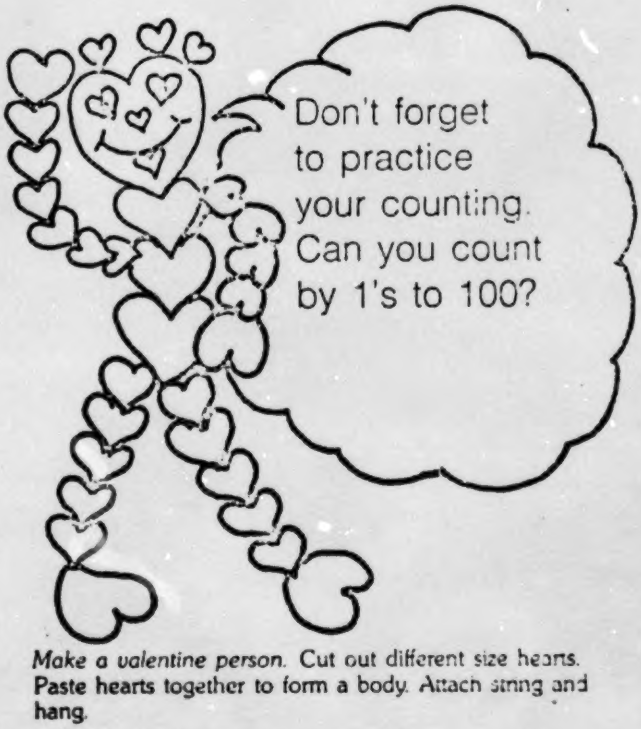


"Toothpick Fun"

Place a large number of toothpicks in a bowl. With your fingers try to grab as close to ten as possible. Then count your toothpicks. Separate a set of ten from those that are left over. Older children might want to record how many toothpicks they grabbed each time they tried to pick ten.

IIIIIIIIII + III = 10 + 3 = 13

A fun thing to do with all the toothpicks is to make a "toothpick sculpture," using glue or miniature marshmallows.


Don't forget to practice your counting. Can you count by 1's to 100?

Make a valentine person. Cut out different size hearts. Paste hearts together to form a body. Attach string and hang.

From *A Calendar of Home School Activities*, © 1978 by Goodyear Publishing Company, Inc., JoAnne Brosnahan and Barbara Milne.

Language and Speech Bibliography

Bangs, Tina E., Language and Learning Disorders of the Pre-Academic Child. (New York: Appleton-Century-Crofts, 1968)

Beasley, Jane. Slow to Talk. (New York: Bureau of Publications, Teachers College, Columbia University, 1966)

Lamb, Rose, Guiding Children's Language Learning.,Second Edition,(Dubuque, Iowa: W.C. Brown, 1971)

Irwin, Ruth B., and A. Speech, A Pathologist Talks to Parents and Teachers., (Pittsburg: Stanwiz House Inc. 1962)

Pequetti, John T. and W. Hatten., Natural Language., (Communication Skill Builders, Inc., P.O. Box 6081, Tucson, Arizona 85733)

Stein, Leopold, The Infancy of Speech and the Speech of Infancy,(London: Methuene and Co., 1969)

Van Riper, Charles. Speech Correction., 5th Edition (Englewood Cliffs, N.J.: Prentice-Hall, 1972)

Yardly, Alice.Exploration and Language, (New York:Citation Press, 1973)

Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities ,(Washington, D.C.: Council of Exceptional Children 1968)

Kirk, Samuel A. The Diagnosis and Remediation of Psycholinguistic Disabilities. (Urbana, Illinois: Institute for Research on Exceptional Children, 1966)

Bereiter, Carl and Englemann, Siegfried. Teaching Disadvantaged Children in the Preschool, (Prentice-Hall, Inc., Englewood Cliffs, N.J.,1966)

Bush, Wilma Jo. (ed.) Handbook of Remedial Techniques for Children and Young Adolescents with Psycholinguistic Disabilities, (Canyon, Texas: PESO Institute, West Texas State University, Dept. of Educ. and Psychology, 1967)

Curran, J. Stabenow, and Bryant J. Cratty, Speech and Language Problems in Children,.(Love Publishing Co., Denver, 1978)

Peabody Language Development Kits, Levels P and 1.(Circle Pines, Minn., American Guidance Service, Inc.)

Goldman, Ronald and Fristoe, Macalyne. Goldman-Fristoe Tests of Articulation and the Test of Auditory Discrimination, (American Guidance Service, Inc. Circle Pines, Minn. 1969)

Slingerland, B. Screening Tests for Identifying Children with Specific Language Disabilities, (Educators Publishing Service, Cambridge, Mass., 1964)

Hatten, John, Tracy Goman, and Carole Lent, Emerging Language, (The Learning Business, Thousand Oaks, California, 1973)

Dev. Artic. Test

Name: Age: Date

School: Homeroom:

Card	Age	Sound	Check Words	I	M	F	Stim.
1	3	m	milk, hammer, comb				
2	3	n	nails, penny, oven				
3	3	p	pipe, coffee pot, lamp				
4	3	h	hat, birdhouse				
5	3	w	wagon, spider-web				
6	4	b	ball, baby, bathtub				
7	4	k	cup, crackers, book				
8	4	g	gun, wagon, flag				
9	4	f	fish, telephone, knife				
10	5	y	yellow, onion				
11	5	ng	rocking chair, swing				
12	5	d	ducks, ladder, bird				
13	6	l	ladder, ballons, football				
14	6	r	ribbon, nurse, bear				

Card	Age	Sound	Check Words	I	M	F	Stim.
15	6	t	tent, butter, coat				
16	6	sh	shoes, dishes, brush				
17	6	ch	chair, matches, watch				
18	6	Blends	drum, clock, glasses, blocks				
19	7	v	vacuum, seven stove				
20	7	th	three, toothbrush, teeth				
21	7	j	giraffe, oragge-juice,orange				
22	7	s	saw, glasses, school bus				
23	7	z	zebra, scissors, chickens				
24A	7	Blends	truck, star, spoon				
24b	7	Blends	slide, swing				
25	8	th	that, feathers				
26	8	Blends	skate, snake, desk, nest				

Test any defected sounds in:
1. In nonsense syllables
2. In short test sentences
3. Have the child count from 1 to 21 or 60 to 70.

Effects of stimulation:

1. Faulty sounds correctly produced following stimulation:

____

2. Faulty sounds not correctly produced:______________________________

May also check child's memory span if necessary:

1. Groups of numbers.
2. Nonsense Syllables.
3. Short sentences.

Notice child's overall speech and voice,

1. Intelligibility. Is the speech to fast or too show?
2. Is the voice too loud or too soft?
3. Is the pitch too high or too low?
4. Is the voice unpleasant to hear?

Language Comprehension Evaluation

Following Simple Instructions

1. Single instruction

Look at the light.
Open your mouth.
Show me your foot.
Where's Momma (or Daddy)?
Look at (name favorite toy which has been placed to one side).

2. Look at the door, then show me your shoe.
Show me your hand, then look at my foot.
Move your foot (or hand) and then shake your head.

The average two year old can carry out one instruction and the average three year old can carry out two instructions of the type given above.

Concepts

1. Recognition of common objects

Arrange the following common objects before the child and ask him to look at each one: spoon, cup, knife, doll, comb, watch, pencil.

The average two year old will be able to recognize three objects and the average three year old can recognize five objects.

2. Recognition of body parts

Hold a large doll or a drawing of a doll where the child can see it and ask him to look at the doll's hair, then the doll's head and the doll's feet.

The average two and a half year old can identify these three parts.

3. Recognition of familiar objects by use

Arrange appropriately before the child a toy stove, a toy chair, a toy bed and a toy car, and then ask the child to:
Look at what we ride in.
Look at the one we sleep in.
Look at the one we sit in.
Look at the one we cook on.

The average two and a half year old recognized three of these objects by use.

4. Recognition of colors

A. Matching

Place a red square, a blue square, a green square, and a yellow square where the child can see them. Then, one at a time, show him matching squares and ask him to look at the one which is the same.

The average three year old child matches three colors.

b. Recognition of color by name

Place the colored squares as in (a) and, one at a time, ask the child to look at the red square, the blue square, the green square, and the yellow square.

The average four year old recognized these colors by name.

5. Common information

Determine how the child indicates yes and no, then ask the following questions:

a. Is your name John Jones? Is your name Bill Smith? Is your name (then give the child's name)?

For a girl, use girl's names. The average two year old recognizes his name. After four years, a child will smile or in some other way indicate that he thinks it is funny when names of the wrong sex are used.

b. Are you a boy (or a girl)?

c. Are you one year old? Are you four years old? Are you two years old. Are you three years old?

The average three-year old responds correctly to questions about his sex and age. Beginning at about six years of age, children indicate that they think there is something absurb about questions as: Are you twenty-one years of age? Are you married?

d. Is it nighttime?

e. Did you have candy for breakfast?

The average four-year-old child can answer these questions.

6. Understanding of prepositions

Assemble four small box-and-ball sets as follows: Attach a ball to the inside of a box which has no top so that the child can see the ball in the box; attach a ball to the top of a box; attach a ball to the side of a box; attach a ball to the bottom of a box. Place the four sets where the child can see them and say:

Look at the ball that is in the box.
Look at the ball that is on the box.
Look at the ball that is under the box.
Look at the ball that is beside the box.

The average three-year-old child will know one or two of these prepositions and the average four year old will understand three or four.

7. Size and quantity

a. Place two boxes, one large and one small, where the child can see them and say, "Look at the big box," Rearrange the boxes and ask the child to look at the little box. Give several trials changing the position of the boxes each time and ask the child to look at either the big or the little box.

The average three and a half year old will look at the correct box most of the time.

b. In a matter-of-fact tone of voice, say to the child:

> You have more hands than feet, haven't you?
> Do you have more legs than a dog?
> You have as much candy as a candy store, haven't you?
> Does a bicycle have as many wheels as a car?

The average child between four and five years of age would respond correctly to the statements about quantity.

From: Cerebral Palsy by McDonald and Chance, Prentice Hall, Inc., 1964.